

SOUTHERN ILLINOIS
STATE NORMAL UNIVERSITY

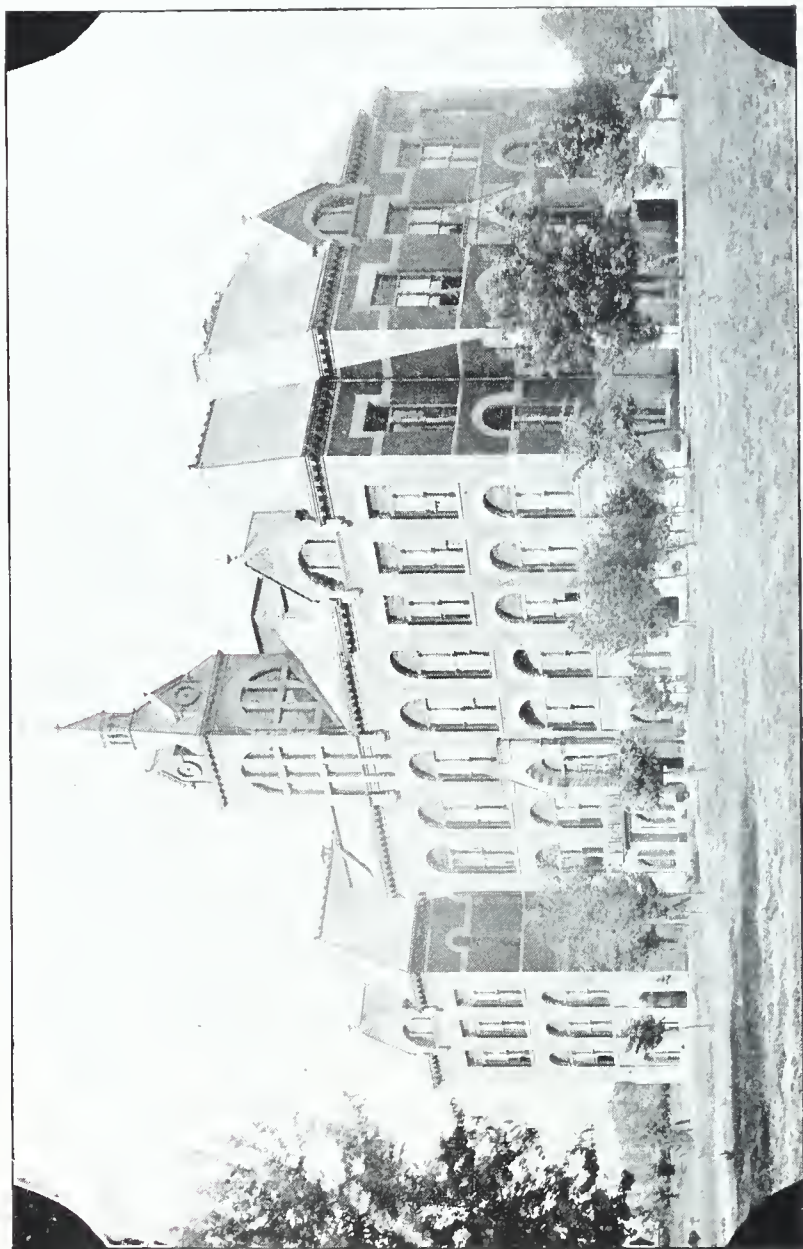
CARBONDALE

1892-3



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Southern Illinois State Normal University.

NINETEENTH ANNUAL CATALOGUE

OF THE

SOUTHERN ILLINOIS

STATE NORMAL UNIVERSITY

CARBONDALE

1892-93

PUBLISHED BY THE UNIVERSITY

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CALENDAR 1893-4.

1893.	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	1894.	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	1894.	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
July.	..	..	..	..	..	..	1	Jan.	..	1	2	3	4	5	6	July.	1	2	3	4	5	6	7
	2	3	4	5	6	7	8		7	8	9	10	11	12	13		8	9	10	11	12	13	14
	9	10	11	12	13	14	15		14	15	16	17	18	19	20		15	16	17	18	19	20	21
	16	17	18	19	20	21	22		21	22	23	24	25	26	27		22	23	24	25	26	27	28
	23	24	25	26	27	28	29		28	29	30	31	..	..	..		29	30	31	..	..	..	..
	30	31	..	..	..	..	..		..	..	..	..	..	..	..		..	..	1	2	3	4	
Aug.	..	..	1	2	3	4	5	Feb.	..	..	..	..	1	2	3	Aug.	5	6	7	8	9	10	11
	6	7	8	9	10	11	12		4	5	6	7	8	9	10		12	13	14	15	16	17	18
	13	14	15	16	17	18	19		11	12	13	14	15	16	17		19	20	21	22	23	24	25
	20	21	22	23	24	25	26		18	19	20	21	22	23	24		26	27	28	29	30	31	..
	27	28	29	30	31	..	..		25	26	27	28	..	..	..		..	..	..	..	..	..	..
Sept.	..	..	..	..	..	1	2	Mar.	..	..	..	..	1	2	3	Sept.	..	..	..	..	..	..	1
	3	4	5	6	7	8	9		4	5	6	7	8	9	10		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		11	12	13	14	15	16	17		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		18	19	20	21	22	23	24		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		25	26	27	28	29	30	31		23	24	25	26	27	28	29
Oct.	..	..	..	..	..	..	..	Apr.	..	..	..	..	..	..	..	Oct.	30	..	..	..	..	..	..
	1	2	3	4	5	6	7		1	2	3	4	5	6	7		..	1	2	3	4	5	6
	8	9	10	11	12	13	14		8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		15	16	17	18	19	20	21		14	15	16	17	18	19	20
	22	23	24	25	26	27	28		22	23	24	25	26	27	28		21	22	23	24	25	26	27
	29	30	31	..	..	..	..		29	30	..	..	..	..	..		28	29	30	31	..	..	..
Nov	..	..	..	1	2	3	4	May.	..	..	1	2	3	4	5	Nov.	..	..	..	..	1	2	3
	5	6	7	8	9	10	11		6	7	8	9	10	11	12		4	5	6	7	8	9	10
	12	13	14	15	16	17	18		13	14	15	16	17	18	19		11	12	13	14	15	16	17
	19	20	21	22	23	24	25		20	21	22	23	24	25	26		18	19	20	21	22	23	24
	26	27	28	29	30	..	..		27	28	29	30	31	..	..		25	26	27	28	29	30	..
Dec.	..	..	..	..	..	1	2	June.	..	..	..	..	..	1	2	Dec.	..	..	..	..	..	..	1
	3	4	5	6	7	8	9		3	4	5	6	7	8	9		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		17	18	19	20	21	22	23		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		24	25	26	27	28	29	30		23	24	25	26	27	28	29
	31	..	..	..	..	..	..		..	..	..	..	..	..	..		30	31	..	..	..	..	..

① Opening day of term.

* Closing day of term.

HISTORY.

AN ACT of the General Assembly of the State of Illinois, approved April 20, 1869, gave birth to this Normal School.

By this act it was provided that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The corner-stone was laid on the 17th day of May, 1870. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a Normal Institute of four weeks was opened with fifty-three pupils attending.

On the 6th day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at three o'clock, this beautiful building was discovered to be on fire; and before five o'clock p. m., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers, and citizens, the large library was saved, and most of the furniture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with the regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated \$152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

In June, 1892, Dr. Robert Allyn, for eighteen years principal, resigned, and the duties of head-master were assigned to the present regent, who for seventeen years had been a member of the faculty of the school.

AIMS.

The State has found that its public school system is inefficient and incomplete without State Normal Schools. If the State undertakes to have its citizens educated, its honor is staked upon having them well educated. This end can be attained best by teachers who have been trained thoroughly in the common branches; who are inspired with an ideal such as only higher studies can give, and who are ambitious to realize that ideal in the public schools. This State Normal School is supported by the people, for the people; its course of study dips down to reach the public schools, so that a boy or girl from the district school may begin here to be fitted to teach; the same course, if completed to graduation, fits the young man or woman, not merely to pass an examination, but to be a power in the public school and to improve self and the school year by year.

The communities throughout the State are furnished by nature with the material support of education; but the training and culture which teachers must have if they are to elevate the schools, can be provided only by the collective wealth and wisdom of the State.

GENERAL INFORMATION.

DEPARTMENTS.

The object of the University is to do a part of the work of education undertaken by the State. This is provided for in the Courses of Study following, under three general heads; viz.—A Normal Department, consisting of the Normal School, including the Training work, and the Graduate work; a High School Department; and a Preparatory Department, consisting of a Grammar and a Primary School.

The *Normal Department* is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through the course shall not be a novice in his calling when he enters the school room. With this idea in mind, every branch prescribed to be taught in the common and high schools of our State is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music, and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of our teaching are distinctively Normal. What the student is required to learn, and the method of presenting it, are both designed to give him who intends to become a teacher the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The *Training work* is designed to fit students of this in-

stitution to become practical teachers. It comprises (1) a study of psychology, ethics, pedagogy, school law, and practical ethics; (2) attendance of practice-teachers upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the Preparatory schools, under the constant supervision of the Training and other teachers of the Normal School.

Our *Graduate work* offers to graduates of State Normal Schools a more extended line of professional study and reading.

The *High School* is meant to serve those who wish to pursue their studies beyond the Grammar School Course but do not wish to take up the distinctively Normal work. It gives a full preparatory course for admission to college, and for entrance upon business or the studies for professional life.

The *Grammar School* is designed to give complete instruction in the common branches of an English education, and to supplement the acquirements of young persons who come to us from the public schools with a training too imperfect to be admitted to the Normal School. Time, four years.

The *Primary School* covers the first four years of school life. Here the pupils are fitted for the Grammar School.

The design of the *Preparatory Schools* is to be an example of what schools below the high schools should be, and to afford to those preparing themselves to teach, a place where they may observe the best methods in operation, and where, at suitable times, they may practice the calling of a teacher under the supervision of those thoroughly experienced. It is understood that the several professors in their special departments will have immediate supervision of the work of teaching in these schools; and we ask particular attention to this feature of our business, and invite the county superintendents' notice to it as a branch of work which may be made of great value to those who are preparing themselves for the exercise of the teacher's vocation within their respective counties.

COURSES OF STUDY.

The *Courses of Study*, we repeat, have been arranged with two purposes in view—(1) to give a strictly Normal course of training to fit teachers for public schools, and (2) to give example of methods of teaching. They therefore go over the whole curriculum of school studies, and give special attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, geography, number, and language; the student is not only taught to know, but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life work he may not be wholly inexperienced.

These *Courses* are arranged in the order which ages have found most profitable and philosophical; all experience has shown that the first qualifications of a teacher are knowledge and personal self-discipline. The study of methods or practice will go for little until the scientific education has been obtained. The earlier studies are elementary, and the later ones calculated for stimulating thought when it is growing to maturity and needs discipline in proper directions.

The entire course of study is embodied in the accompanying schedules and tables of studies. There is a natural order of succession of studies; and long experience has shown that this cannot be inverted without harm.

GRADUATE COURSE.

Graduates of this or other State Normal School may have special work in any of the branches named in our Courses of study, and by this means make themselves more familiar with such subjects.

DIPLOMAS.

Diplomas are granted to those who complete one of our Courses of Study.

PHYSICAL TRAINING.

Physical Training is compulsory upon all students, unless excused by the certificate of a physician; and if so excused, the student is expected to be present at the drills in the exercises for such time as the teacher of this department shall require. Complete courses are marked out, and students are expected to follow them, as in other branches.

CONDITIONS OF ADMISSION.

To be admitted to the Normal Department of the University, students must have completed their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Preparatory Department, but in no case for a longer period than six months, except on payment of tuition. Admission without examination is granted to those who present an appointment by County Superintendent, a first-grade certificate, or a diploma from a reputable high school.

Applicants for admission must present evidence of good moral character; and to secure free tuition they must pledge themselves to teach in the public schools of the State for a time not less than that covered by their attendance on the school, the pledge to be void, however, if engagement to teach cannot be secured by reasonable effort.

DISCIPLINE.

Progress in all government has been towards self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline.

In a Normal School, discipline is at a minimum because the students are there for a purpose they appreciate.

FACILITIES FOR ILLUSTRATION.

MUSEUM AND CABINETS.

In the first story a large room is set apart as the Museum, and it is supplied with elegant center and wall cases of best design and finish, for display of specimens.

The cabinets of minerals and rocks are large, varied, and amply sufficient for the practical work of the student. He will find the zoölogical and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

More than four thousand specimens have been collected and arranged in the Museum.

APPARATUS.

The University possesses a very complete set of physical and chemical apparatus which is annually increased by appropriations of the General Assembly.

The equipment includes, among other pieces of value, a Toepler-Holtz electrical machine, one of Ritchie & Son's best air-pumps with the necessary accessory attachments, a compound microscope of high power, a thermo-electric pile and galvanometer, Crooke's and Geissler tubes, an electrical rotator, a Ruhmkoff's induction coil, and a college stereopticon with views of scientific subjects.

The Chemical Department has an excellent laboratory supplied with water, gas, a full set of reagents, and apparatus.

The Mathematical Department has a surveyor's transit and compass, which the classes in trigonometry and surveying are required to use constantly.

The Astronomical Department has lately purchased one of Clark & Son's superior telescopes direct from their factory,

costing \$450.00. The instrument has a five-inch object glass, and eye-pieces varying in power from 50 to 360 diameters. It has both the declination and equatorial movement.

LIBRARY AND WORKS OF REFERENCE.

The University has a complete set of books of reference,—cyclopedias, biographical and pronouncing dictionaries, gazetteers, atlases, etc., which are placed in the study hall, or in the several recitation rooms, so that the students may consult them at any time.

The Library proper occupies a spacious room; it is well furnished, and, in connection with the Reading Room, is open all of each school day and from nine to twelve on Saturdays. The Library contains now over 11,000 volumes, and includes a professional library for teachers.

LITERARY SOCIETIES.

The students have organized two literary societies for the purpose of mutual improvement. They are the Zetetic Society and the Socratic Society. They meet every Friday evening. These afford one of the best means of culture, discipline, and instruction in the practical conduct of business. They have elegant rooms, admirably fitted and furnished. They represent the energy of the students, and show their devotion to the practical preparation for the public duties of life.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association and the Young Women's Christian Association have each a large and well conducted society which meets weekly; their committees

look after strangers coming to the school, and students who may be sick while attending school.

LOCATION, ETC.

Carbondale is a city of 3,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipations, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and scholars may come here and be certain that economy and industry will be respected and assisted by all. The Illinois Central, the Carbondale & Grand Tower, and the Cairo Short Line railroads afford ample facilities for convenient access.

EXPENSES.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals. At present this fee is \$3.00 per term of fifteen weeks, and \$2 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal School.....	\$9 00	\$6 00	\$6 00
High School.....	9 00	6 00	6 00
Grammar School.....	6 00	4 00	4 00
Grammar School.....	4 00	3 00	3 00
Primary School.....	4 00	3 00	3 00
First and Second Reader pupils, free.			

Board can be had in good families in Carbondale, at rates varying from \$3 to \$3.50 per week; and by self-boarding, or

by boarding in clubs, the cost may be reduced to \$2.25 per week. Two clubs are in successful operation. Books are sold by the book stores at reasonable prices.

LENGTH OF TERMS.

The Fall term is fifteen weeks, and the Winter and Spring terms together make twenty-three weeks.

ANNOUNCEMENTS FOR 1893-94.

Fall Term begins Tuesday, September 12, and closes Thursday, December 21, 1893.

Winter Term begins Wednesday, January 3, 1894, and closes March 15, 1894.

Spring Term begins Tuesday, March 20, 1894, and closes June 7, 1894.

Examinations for the year begin June 12, 1893.

Annual Commencement, June 7, 1894.

NORMAL DEPARTMENT.

I.—COURSES OF STUDY.

II.—TIME TABLE.

III.—SYLLABUS OF WORK.

ENGLISH AND LATIN COURSE.

	STUDIES.	1st Year.			2d Year.			3d Year.			4th Year.		
		1	2	3	4	5	6	7	8	9	10	11	12
I....	Psychology.....							†	†				
	Ethics.....									†			
	Pedagogy.....				†	†						†	†
	School Law.....									†			
	Practice Teaching...						†	†	†	†			
II....	Botany.....						†						
	Physies.....				†								
	Zoology.....					†							
	Physiology.....						†						
	Chemistry.....									†			
	Geology.....											†	
III..	Astronomy.....												†
	Arithmetie.....	†	†										
	Algebra.....				†	†	†						
	Geometry.....							†	†				
IV....	Bookke ping.....											†	
	Reading and Phonies..	†		†									
	Grammar.....		†	†					†				
	Rhetoric.....							†					
	English Anal. & Comp'n								†				
	English Literature....										†	†	
V. ...	Elocution.....												†
	Spelling.												
	Geography.....	†	†							†			
VI....	History.....		†	†							†	†	
	Civil Government.....									†			
VII..	Penmanship.. . . .	†											
	Drawing.....				†	†					†		
VIII.	Vocal Music.....			†									
	Physical Training....	See Sylla bus.											
VIII.	Latin.....	†	†	†	†	†	†	†	†	†			
	Greek.....										Optional.		

The Roman numerals on the margin refer to departments, as in the Syllabus following.

The † indicates the place of the study in the Course.

The ‡ means half-term study.

ENGLISH COURSE.

	STUDIES.	1st Year.			2d Year.			3d Year.	
		1	2	3	4	5	6	7	8
I ...	Psychology				†	†			
	Ethics						†		
	Pedagogy	†	†						
	School Law							†	†
	Practice Teaching				†	†			
II...	Botany				†				
	Physics					†			
	Zoology						†		
	Physiology							†	
	Chemistry								†
	Geology								†
III..	Astronomy								†
	Arithmetic	†	†						
	Algebra				†	†	†		
	Geometry							†	†
IV..	Bookkeeping								†
	Reading and Phonics	†							
	Grammar		†	†		†			
	Rhetoric				†				
	English Analysis and Composition					†			
	English Literature						†	†	
V...	Elocution								†
	Spelling								
	Geography	†	†						
VI..	History		†						
	Civil Government			†				†	†
VII..	Penmanship	†							
	Drawing				†	†		†	
VIII..	Vocal Music	One Ter			m.				
	Physical Training	See Sylla			bus.				

The Roman numerals on the margin refer to departments, as in the Syllabus following.

The † indicates the place of the study in the Course.

The ‡ means half-term study.

TIME TABLE—FALL TERM.

1	Chem....	B Gram*..	Physiol'y	.....	Eng. Lit..	A Geog*..	C Draw..	.....	K Latin..	.....	B Arith..	K Germ..
2	B Psych..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Sch. Law.	Physics..	.....	Gen. Hist.	Rhetoric.	B Geog..	.....	Writing.	H Latin..	.....	.....	H Germ..
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Lectures.	.....	.....	.....	.....	.....	.....	.....	Ph. Train.	.....	.....	Ph. Train.
6	D Ped....	.....	.....	B Hist*..	A Read*..	.....	Il.S.Draw	B Geom..	Ph. Train.	.....	.....	Ph. Train.
7	.....	.....	.....	A Hist*..	B Read..	.....	A Draw..	C Alg...	E Latin..	.....	.....	.....

WINTER TERM.

1	.....	Geology..	B Gram*..	.....	.....	B Geog*..	B draw..	.....	J Latin..	.....	A Arith..	J Germ..
2	A Psych..	.....	.....	Eng Hist.	Am. Lit..	.....	.....	.....	.....	.....	.....	.....
3	B Ped....	.....	C Gram..	Zoology..	B Read*..	.....	.....	Writing*..	.....	.....	.....	.....
4	.....	.....	A Gram..	Eng Anal.	.....	A Geog..	C Draw*..	.....	B'kk'p'g.	G Latin..	.....	G Germ..
5	Lectures.	.....	.....	.....	.....	.....	.....	.....	Ph. Train.	.....	.....	Ph. Train.

6	C Ped....	.....	.....	A Hist*..	.....	.....	Il.S.Draw	A Geom..	Ph. Train.	.....	B Arith*..	Ph. Train.
7	.....	.....	.....	B Hist... A Read*..	.....	.....	B Alg...	.....	D Latin..	.....	.....	.....

SPRING TERM.

1	.....	Astron....	.....	Physiol'y	B Hist*..	.....	B Geog*..	A Draw*..	.....	B'kk'p'g*..	I Latin..	I Germ..
2	Ethics....	.....	C Gram*..	Zoology*..	.....	A Read..	.....	.....	.....	.....	.....	.....
3	A Ped....	.....	.....	Botany..	.....	.....	.....	.....	Writing..	.....	.....	.....
4	.....	.....	B Gram..	.....	Civ. Gov.	B Read*..	A Geog*..	C Draw*..	.....	F Latin..	.....	F Germ..
5	Lectures.	.....	.....	.....	.....	.....	.....	.....	Ph. Train.	.....	.....	Ph. Train.
6	.....	.....	.....	.....	Voc. Mus.	Ph. Geog.	B Draw*..	.....	Ph. Train.	.....	A Arith*..	Ph. Train.
7	.....	Physics*..	.....	A Hist... A Hist*..	Elocution	.....	A Alg...	.....	.....	C Latin..	B Arith*..	.....

*The classes marked * are irregular.

SYLLABUS OF WORK.

THIS SYLLABUS includes two Courses—the English, and the English and Latin. Let it be studied in connection with the Courses of Study and Time Table. The English and Latin Course is arranged so as to fill four years of three terms each—twelve terms in all. Each study is named below in this order.

I.—PSYCHOLOGY, ETHICS, AND PEDAGOGY.

PSYCHOLOGY.—*Dewey.*

SEVENTH TERM (B).—Chapters I–IX.

EIGHTH TERM (A).—Chapters X–XXII.

ETHICS.—*Robinson's Principles and Practice of Morality.*

NINTH TERM.—A study of action and of the springs that lead to it; the governing principles of action; the right; conscience—its office and its training; the sources of knowledge of the right; rights and obligations; motive, passion, and habit; the cardinal virtues; the different ethical systems.

PEDAGOGY.

FOURTH TERM (D).—Need of education; aim of the school; kinds of schools; the public school; Courses of Study for the common schools, with special study of the work in the primary grades; some general principles of education; observation and criticism of work in the Training School.

FIFTH TERM (C).—Brief study of the nature and powers of the child; the mental powers and the order of their development; importance of training the feelings and the will; the nature of education; right order in education; methods of

training the different powers; the teacher's motives, preparation, and characteristics; school-house, furniture, and apparatus; school organization and management; purpose and management of the recitation; moral training in schools.—*Hewitt's Pedagogy, and Lectures.*

TENTH TERM.—School law of Illinois, with special attention to such parts of it as bear directly on the rights and obligations of teachers. Also, a study of the rights of all the parties to the school contract.

ELEVENTH TERM (B).—Meaning and scope of education; three lines of educational development; lessons from a study of sensation, perception, conception, and attention; memory in education; cultivation of the imagination, judgment, and reason; the emotions in education; moral and religious training; motives and the training of the will; nature and uses of punishment.—*Compayre's Lectures.*

TWELFTH TERM (A).—Educational ideals, the efforts to realize them, and the effect they have had on individuals and nations.—*Painter's History of Education.*

TEACHING.

Four terms of teaching in the Training School are usually required before graduation. This teaching is to be done at such times as the Regent may require, and it will be carefully supervised. The teaching will usually be required at the times indicated in the Courses of Study.

II.—PHYSICAL AND BIOLOGICAL SCIENCE.

PHYSICS.—*Avery.*

FOURTH TERM (A).—(The plan of instruction is in part inductive, but not rigidly so. With but few exceptions the various phenomena are exhibited and principles developed by the use of apparatus in the hands of either the teacher or the student. These principles are further impressed by the solution of many selected problems.)

Definition of essential terms; properties and states of matter; attractions and motions of atoms, molecules, and masses; composition and resolution of forces; energy, potential and kinetic.

Falling bodies and the laws governing their motions; pendulums and the laws governing their movements; elements of machinery, their static laws; friction, its uses, lubricants.

Hydrostatics—liquid equilibrium, liquid pressure downward and lateral; capillarity and its uses; buoyancy of liquids; specific gravity, methods of determining specific gravity of solids, liquids, and gases. Hydrokinetics—discharge of liquids through orifices, velocity and amount of flow; water wheels; artesian wells.

Pneumatics—properties of gases; atmospheric pressure; barometers and practice in reading the instruments; air, lifting and force pumps; the siphon and its uses. Acoustics—kinds of vibrations; sound media; cause and velocity of sound waves: sympathetic vibrations; re-enforcement and interference of sound waves; quality and intensity of sound; musical scale, musical instruments.

Heat—sources of heat; thermometers, how made and graded; liquefaction, vaporization, and distillation: latent and specific heat; diffusion of heat; mechanical equivalent of heat.

Optics—sources of light; velocity, reflection, and refraction of light; chromatics, solar spectrum, rainbow, polarization.

Electricity—magnets, induction, laws of attraction and repulsion; static electricity, electrical machines: electrophorus, Leyden jar; current electricity, cells, batteries; effects produced by electric current; the telegraph, telephone, electric lights; induced currents; dynamos.

CHEMISTRY.—*Avery.*

TENTH TERM.—(The method employed is largely inductive. The work of experimentation is performed in a large measure by the students using the following scheme for a guide in

making a record of work done in this line: 1. A drawing of apparatus used; 2. The manipulation of equipment; 3. The phenomena observed; 4. The teachings gathered.)

Chemical nomenclature—definition of chemical terms; laws governing chemical action; chemical combinations explained by the equation, factors and products.

The constituents of water and air used for the beginning work. The chemical elements are studied largely by groups, using the following scheme as a guide: 1. Symbol; 2. Atomic weight; 3. Molecular weight; 4. Quantivalence; 5. Specific gravity; 6. Occurrence; 7. Preparation; 8. Physical properties; 9. Chemical properties; 10. Uses; 11. Tests; 12. Common compounds.

Stoichiometry—gravimetric and volumetric calculations; percentage computation.

Theory of acids, bases, and salts; making the common acids.

GEOLOGY.—*LeConte.*

ELEVENTH TERM.—*Dynamical Geology.*—Atmospheric agencies; origin of soil, action of air, wind, frost; aqueous agencies, erosion of rain and rivers, transportation and distribution of sediments, deltas, estuaries, bars, waves, tides, oceanic currents, glaciers, icebergs, caves; organic agencies, vegetable accumulations, iron accumulations, lime accumulations, geographical distribution of species; igneous agencies, interior heat of the earth, volcanoes, geysers, earthquakes, gradual oscillations of the earth's crust, subsidence.

Structural Geology.—General form and structure of the earth; stratified and unstratified rocks, metamorphic rocks, mineral veins, mountain systems, structures common to all rocks.

Historical Geology.—General principles; eozoic era, eozoon age; palæozoic era; ages of invertebrates, fishes, and acrogens; mesozoic era, age of reptiles; cenozoic era, age of mammals; psychozoic era, age of man.

Each member of the class is expected to be familiar with the geology of his own county by consulting the State Geological Reports of Illinois.

ASTRONOMY.—*Newcomb and Holden.*

TWELFTH TERM.—The relation of the earth to the heavens; motions of the earth; laws of motion and gravitation; motions and attractions of the moon; theory of eclipses of sun and moon; astronomical instruments and celestial measurements; refraction and aberration of light; measures of time, construction of calendars; equation of time.

The solar system; sun, planets and their satellites, asteroids, and comets.

The constellations; star clusters; nebulae; variable and multiple stars; the galaxy.

Frequent use of the excellent telescope. Each student is expected to make a sketch of all observations made with the instrument.

MINERALOGY.—*Foye.*

The work in geology is supplemented by a short course in determinative mineralogy. Description of minerals, scales of hardness, and fusibility; specific gravity, solubility, blowpipe tests, streak, system of crystallization, luster, fracture, groups, etc.

In the above work the laboratory method is strictly observed.

BOTANY.—*Gray's School and Field Book.*

The leaf: structure, form, simple and compound; floral organs, parts of each; fruit, kinds, seeds; germination and growth. Vegetable physiology; the cell, forms, growth, contents; anatomy of plants; plant food and assimilation. Cryptogamous plants, growth and structure; groups, reproduction.

The first two weeks of the term are spent in preparation for analysis of flowers by use of herbarium, with appropriate

lessons from the text-book. After this, fresh flowers are placed before the pupils for analysis. As supplementary to the text-book work, each one is expected to write out the analysis of at least twenty-five flowers in a copy of Keed's Plant Record Book, with drawings of the leaf and flower, besides making drawings of seeds, buds, fruits, etc., with appropriate descriptions.

ZOOLOGY.—*Tenney's Elements.*

What is an animal? General idea of the animal kingdom, basis of classification; kingdoms. Vertebrates; study of classes and orders; illustrations and analyses with methods of preserving and caring for specimens. Articulata; classes and orders; illustrations and analyses, with preparation of specimens; in insects, study of those injurious and beneficial. Mollusea; study of classes and orders, with illustrations, etc. Radiata and Protozoa.

As an illustration of method of work, in birds the general characters are first studied, then each order is taken up; the order characters are studied, the birds representing the order, and distribution. The collection is used to illustrate the lesson, and with Jordan's Manual of Vertebrates, specimens are placed before the class for analysis. Some time is given to taxidermy, mostly as work outside the recitation hour.

PHYSIOLOGY.—*Cutter.*

Skeleton. Terms of the science defined; tissues; skin and the parts pertaining to it; food; digestion, including organs and fluids; absorption, lymphatics; respiration; circulation, heart and accessories, blood; excretion. Nervous system; brain, nerves, sympathetic system; special senses; vocal organs. Motatory organs in detail.

The first few lessons are given from the skeleton, after which the text-book is taken. Compound microscopes are used through the term for histological study, and charts, models, and skeleton are used for illustration. A regular course in dissection is given to more fully illustrate the study than can be done with charts and models.

III.—MATHEMATICS.

ARITHMETIC.—*Ray's New Higher.*

FIRST TERM (B).—A thorough review of the fundamental principles and processes for the purpose of acquiring habits of accuracy and rapidity, and discussions of methods of presentation, occupy the first half of the term. The Metric System is next taken up and learned by actual use of the measures. The remainder of the term is devoted to percentage and its application to the affairs of business. A thorough knowledge of this subject is deemed of the utmost importance.

SECOND TERM (A).—The subject is taken up at Equation of Payments and finished in a way that can leave no doubt in the mind of the student whether he is master of the subject and is able to present it in a clear and logical manner to others. Accuracy is insisted upon as a necessity, and that it can be attained by most, if not all, is impressed upon the mind of the student.

This work is supplemented by discussions of methods and by actual practice in the use of those methods most approved, under the supervision of an experienced instructor.

The importance of individuality is continually kept before the student, to the end that he may not become a mere imitator.

ALGEBRA.—*Wentworth's Complete.*

FOURTH TERM (C).—Literal notation and its application to addition, subtraction, multiplication, and division of integral and of fractional quantities, and to factors, divisors, and multiples; simple equations, integral and fractional. Problems.

FIFTH TERM (B).—Simultaneous equations; involution and evolution; quadratic equations; simultaneous quadratic equations. Problems.

SIXTH TERM (A).—Simple indeterminate equations; inequalities; theory of exponents; radical expressions; logarithms; ratio, proportion, and variation; series and binomial theorem.

GEOMETRY.—*Wentworth.*

SEVENTH TERM (B).—Straight lines and angles; circumferences; triangles; quadrilaterals; general properties of polygons; circles. Problems.

EIGHTH TERM (B).—Lines and planes, solid angles; polyhedrons, spherical polygons; cylinder, cone, and sphere. Problems.

BOOKKEEPING.—*Eastman's Theory Guide.*

Theory work alone is done in this branch. In the working up of sets the students use day book, cash book, journal, and ledger.

Particular stress is put upon neatness and the correct form of making business papers, such as balances, bills, checks, notes, drafts, account sales in shipments, etc. Sufficient instruction is given to enable one who has completed, successfully, the work with us, to enter upon the teaching of it in our public schools, or to keep any ordinary set of books.

IV.—ENGLISH LANGUAGE AND LITERATURE.

READING.—*New Franklin Fifth Reader.*

FIRST TERM (B).—Elements of speech, with phonic spelling, orthography, articulation, syllabication, accent, emphasis, slur, inflection, pause; management of breath, management of the body; classes of ideas; organs and breathing, voice and speech, voice building, cultivation of voice and manner of utterance; physical culture combined with vocal culture.

THIRD TERM (A).—Methods of teaching beginners; word, phonic, and alphabetic methods considered; faults in teaching beginners pointed out; apparatus to be used in class teaching; qualifications of a good teacher; methods of teaching advanced pupils discussed; thought analysis, classification; pronunciation; diacritical work considered; special attention given to biography of authors, and elements of English literature.

GRAMMAR.

SECOND TERM (C).—The work of this term centers around the simple sentence; its varieties with proper punctuation and capitalization; its elements and the parts of speech of which they are composed; properties, declension, and parsing of those parts of speech; synthesis and analysis. Throughout the term attention is held to the value of each lesson in giving a ready and correct use of English.

THIRD TERM (B).—This work comprises a study of compound and complex sentences; subordinate clauses and their connectives; abridgment; idioms; composition. Special attention is given to methods of explaining difficult topics.

EIGHTH TERM (A).—This is strictly method work. Beginning with the primary, the language and grammar suited to the different grades, and the method of presenting it, are the topics assigned for study and discussion. Six weeks are given to this work, using the State Course of Study as our guide, and combining with it observation in the different grades in the Training Department.

ENGLISH ANALYSIS.

The remainder of the term is given to a study of English Analysis. This comprises a good review of the underlying principles of grammar, and also those of rhetoric and logic. Outlining subjects for the logical relations, and completing the composition for the rhetorical review, is a large part of the class work.

RHETORIC.—*Raub.*

SEVENTH TERM.—Punctuation thoroughly taught, using Raub as the text-book. Special attention given to all the various forms of letter-writing. English composition practically taught throughout the term. Invention, style of discourse, including purity and propriety of diction, unity, strength, and harmony; figures of speech; elements of the beautiful and the sublime in thought.

This work is supplemented by essays, themes, orations, and discussions.

ENGLISH LITERATURE.—*Raub.*

TENTH TERM.—The entire term is given to the study of English literature; recitation of text, and readings by teacher and students from Chaucer, Spenser, Shakespeare, Milton, Bacon, Dryden, Goldsmith, Johnson, Dickens, and others. English history is studied during the term in connection with English literature, so far as the different epochs of political history influence the literature.

The work during the term is supplemented by essays on authors and their works, book-reviews of Shakespeare's plays, and criticisms in style.

ELEVENTH TERM.—This term is devoted to the study of American literature; recitations of text, and readings by teacher and students from Bryant, Longfellow, Whittier, Holmes, Irving, Emerson, Hawthorne, and others. The different epochs of American political history are studied in regard to their influence upon the formation of the literature.

The term's work is supplemented by criticisms in style, and an essay on American literature.

The recitations in this term's work alternate with general history of the department of history.

ELOCUTION.—*Hamill.*

TWELFTH TERM.—Review of the elements of speech, with vocal culture; expression considered; agencies of delivery, voice, and action; forms of voice; attributes of voice—quality, force, stress, pitch, time, etc.; exercise in breathing; organs of breathing, voice, and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude, and facial expression; sources of power in delivery; style of orators; methods of instruction.

V.—GEOGRAPHY AND HISTORY.

MODERN GEOGRAPHY.—*Eclectic Complete.*

The work in this branch is divided into the following: Descriptive, Political, and Physical Geography. Descriptive and Political embrace two terms' work; Physical, one term.

In a geographical point of view, the world becomes the common home of our race, not merely the theatre for the operations of nature, but the arena for the development of human life and history. Geography must, therefore, teach the most important relations. In the study of geography, we look upon the world as almost a living thing.

FIRST TERM (B).—The topics taken up first in this term, are those embraced under the head of mathematical geography. To learn about the earth, a globe, as a planet, to make known the common laws according to which it revolves around the sun and on its axis; and by that means, days, years, climate, and zones, come into being. To bring all this into the foreground, with all the comprehension and dignity it demands, cannot help but elevate and actuate the mind. Out of the great unity of natural principles an unmeasured row of geographical consequences is visible: these we feel daily. It is kept in mind that the direct practical purpose of teaching, in this part of the course, is the relations and influences of the sun upon the earth. The purpose of this is a good knowledge of the distribution of heat and moisture, and of the modifications brought about by the different degrees of atmospheric pressure. These are the essential factors in the study of climate. Climate determines the use of the structure, and structure in a marked degree, modifies climate. Both seem to be the two halves of a great whole, which nourish and support life—plant and animal, and at the same time determines the forms and modes of life. Second step is in relation to continents in respect to their physical features. That the surface of the whole earth is arranged in slopes as an organism, not of life, but for life, is one of the beautiful truths that comes to the student of geography at this period of the course.

The uses of heat to the land in furnishing the conditions for the life of man, depend fundamentally upon the nature and arrangement of the inclined surfaces. The uses of slopes in the economy of nature is dwelt upon. The upper part of slopes are the storehouses of soil, material for all the surfaces below. Amount of rainfall depends largely on the height and arrangement of slopes. Distribution of heat is modified by height. Drainage depends upon the arrangement of land masses in slopes.

Structural geography is the indispensable foundation of all geographical knowledge. Structure, climate, and inferior forms of life explain the life and growth of man up to a certain stage; at that point he turns upon nature and makes it his instructor and servant. A concept of the earth, with all the factors of structural geography, organically arranged, is the basis of political geography. Most of the work in this division is spent on the political divisions of the Western Hemisphere. Yet, the relations of countries from a commercial point of view are so closely allied, that other political divisions are not utterly ignored.

SECOND TERM (A).—The work of this term is somewhat similar to work in first term, except that special study is given to the countries of the Eastern Hemisphere. Comparisons constantly made with countries studied in former term, in regard to surface, climate, drainage, products, commerce, progress, etc. The latter part of the term is more especially devoted to the discussion of methods of teaching geography. For this a course of study has been made out, for six years, corresponding as nearly as possible, to work done in the Training Department. Discussions as to the best methods of presenting each subject are carried on as far as practicable. Attention in both terms given to map drawing and map moulding.

PHYSICAL GEOGRAPHY.—*Guyot.*

NINTH TERM.—The various phases of nature, as exhibited on the earth, in the air, or in the water, and their simple or

complex relations to one another are considered from the standpoint of Physical Geography. The relation of this globe to other heavenly bodies, its shape, its motions, the manner in which light and heat are received from the sun, and other features of astronomical environment, are studied with reference to their bearing upon the resulting conditions of life. The effects produced by the disposition of land and water, by relief, by climate, and by abundance of rainfall upon the distribution of animals and plants, or the results of this distribution upon the welfare of the human race. Such considerations as these, and the modifications of nature produced by living creatures and by civilized man constitute the characteristics of the treatment of organic life.

HISTORY OF THE UNITED STATES.—*Montgomery.*

SECOND TERM (B).—In the Normal course of study are required two terms in U. S. History—the B including the discoveries, explorations, early settlement; the development of English colonies and early struggles for civil rights, culminating in the Revolutionary War; the formation of the Constitution of the U. S., its growth and progress, great questions of finance, citizenship, commercial policy, national supremacy, and slavery, to the beginning of the Civil War.

THIRD TERM (A).—The A or second term's work includes the Civil War, reconstruction, and the progress of the country in the quarter of a century since the Civil War; much attention is given to methods of teaching.

The purpose of this work is twofold—to give a knowledge of the events of our history, and with these to connect the principles of our government, the life and influence of citizens of noble character; 2. To give such training that the pupil may acquire the ability to communicate and thus become a successful teacher.

CIVIL GOVERNMENT.—*Thorpe.*

NINTH TERM.—One term is given to the study of this branch. In a country where the government is so directly

in the hands of the people, it is important that the youth of our land understand the civil institutions, local and national, under which they live; that they know the obligations which rest upon them as citizens, as well as the rights secured to them by the government. The object is to secure from this study practical results in the training of responsible citizens, qualified to bear honorably their part in social and civil relations.

GENERAL HISTORY.—*Myers.*

TENTH TERM.—The study of History has always been recognized as giving breadth to the mind and as cultivating the spirit of humanity.

A thorough knowledge of our civilization, our social and civil institutions, requires the careful study of the life of the past, and teaches us by how many links are united all nations, and that for the rich heritage of our favored land we are indebted to many countries and all time.

ENGLISH HISTORY.—*Montgomery.*

ELEVENTH TERM (*six weeks*).—The History of England is the story of our forefathers; every victory for popular freedom that in England has been wrested from the hand of oppression, every instance of progress, every advance in philanthropy, has been a stimulus to free ideas and more generous advance in our own land. Her form of government and social customs have been the model for our own. We study English History that we may the better understand the story of America.

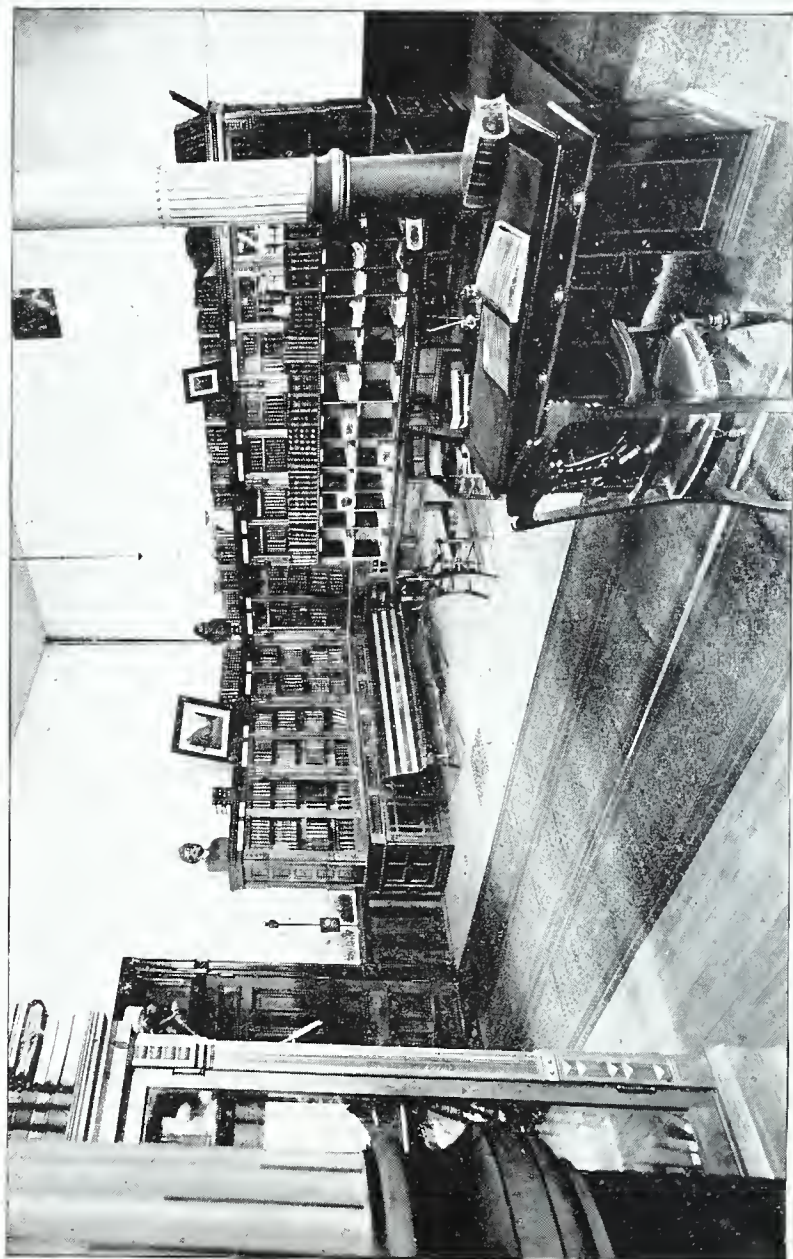
VI.—PENMANSHIP AND DRAWING.

PENMANSHIP.

Our aim is to form a hand-writing plain and legible, which shall be written quickly and with ease. To accomplish this,



Regent's Office.



Corner in Library

the muscular movement alone is taught, and daily practice upon movement exercises required.

Each letter is studied separately and particular attention is paid to the manner of connecting one with another.

The small letters are made first with counts. Drill in writing upon the blackboard is a special feature; loose paper is used for practicing upon, and individual copies are set. Methods of teaching children to write are discussed in class, and definite instruction given.

DRAWING—*Prang's Books of Art Education.*

FOURTH TERM (C).—Shorter Course, Books I–V. The work is entirely freehand and largely from blocks and objects, beginning with the sphere. As to its purpose, the drawing work follows the three divisions of Construction, Representation, and Decoration.

The first term's work enables the pupil to make working drawings from blocks and from objects, showing one and two views; gives him a clear idea of drawing simple objects, cylindrical and rectangular in form, and of the arrangement of groups showing two and three objects; helps him to understand the modification of geometric units and their combination in design, also the drawing of leaves from nature, their conventionalization and application in design. Drawings are made on the blackboard, from dictation. Afterward the pupil is required to make these drawings in his book and also to write dictation exercises.

FIFTH TERM (B).—Complete Course, Books VII–IX. The same general plan as for the first term. Geometrical problems are introduced and the construction work is made largely instrumental.

Attention is paid to the arrangement and sketching of groups of familiar objects.

The subject of historic ornament is studied during this

term. The characteristics of the different styles are taught and illustrations of the different forms shown.

TENTH TERM (A).—Work in light and shade, drawings made first from blocks and objects and then from casts. Considerable attention is paid to blackboard work, the drawings being largely illustrative. The object is to enable the pupil to use the blackboard in the school-room with ease and rapidity.

Two weeks' time is devoted to methods, which include the reasons for the study of drawing, a review of the plan of work for the different grades, and suggestions for teaching.

VII.—VOCAL MUSIC AND PHYSICAL TRAINING.

VOCAL MUSIC.

Attitude, management of breath, rote singing, classification of voices, scales, and intervals, musical accents and varieties of measure, melody, harmony, musical notation, staff, bars, measures, clefs, musical fraction, etc.; keys and signatures; methods of transposition; articulation, phrasing, musical expression, exercises in writing music. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, and give instruction in the elements of the reading of music, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling duty of the sweet voice.

PHYSICAL TRAINING, FOR YOUNG MEN.

The *aims* of this course are:

First, the personal health and development of the students.
Second, their equipment with a system of school gymnastics.

Both these ends are, to a considerable extent, gained by the same course of training. The students are drilled in simple,

graded exercises, which may be used in any school; the system is learned first as free movements, then with light apparatus—dumb-bells, Indian clubs, wands, and poles. Music accompanies the exercises only after they can be well executed at command.

In order to keep up the interest of the students in gymnastics suited to children, the course is passed over in less time and the movements are more vigorous; also, variety is gained and strength and dexterity in certain directions developed by heavy gymnastics, using stationary apparatus, and by athletic sports,—baseball and football.

COURSE IN PHYSICAL TRAINING.

A.—PRACTICE.

I.—*Free Movements.*

- (a) Postures at rest and in motion.
- (b) Forming in rank and file.
- (c) Tactics of marching.
- (d) Elementary positions of hands, arms, and feet.
- (e) Movements of arms, legs, and trunk.
- (f) Combinations of these positions and movements.
- (g) Breathing exercises.

II.—*Light Gymnastics.*

- (a) With dumb-bells.
- (b) With Indian clubs.
- (c) With wands.
- (d) With poles.

III.—*Heavy Gymnastics.*

- (a) With school furniture.
- (b) With parallel bars.

IV.—*Athletics.*

- (a) Walking, running, jumping.
- (b) Baseball.
- (c) Football.

Books used as guides: Betz, System of Physical Culture; Posse, Swedish System of Educational Gymnastics; Puritz, Code book of Gymnastics.

B.—THEORY.

I.—The class exercises in Free Movements and Light Gymnastics are frequently interspersed with questions and suggestions as to the anatomy, physiology, and hygiene of the exercises.

II.—A series of lectures, aimed not only to interest the students in the subject of physical education and to give them information necessary especially to teachers, but also to introduce them to the literature on the subject contained in the library of the school. These lectures treat of the following topics:

(1) History of Physical Training and Hygienic Progress.

(2) Necessity of Physical Training in practice and theory; (a) for students; (b) for teachers of children; essentials of a course of gymnastics; importance of free recess and spontaneous play.

(3) The human body as mechanism and organism.

(4) The bones: distortions from bad positions and exercises; unhygienic seats and desks.

(5) The muscles: positions and action of the main masses; effects of exercise on the muscle acting; kind and degree of gymnastics to be avoided.

(6) The nerves: sympathetic and cerebro-spinal systems; hierarchy of nervous centers; elementary principles of physiological psychology; the special senses; care of the eyes; effects on the nervous system of physical training; secondary effects on clear thinking and moral conduct; sex, as related, on the one hand, to the nervous system and on the other, to the will and the intellect.

(7) The digestive, circulatory, respiratory, and excretory systems; ventilation; hygiene of eating, drinking, breathing, bathing, and dressing; headaches and colds.

(8) Gymnastics and athletics at the colleges and universities; inter-collegiate contests; the Sargent system; anthropometry.

PHYSICAL TRAINING, FOR YOUNG WOMEN.

The object of this work is to provide a recreative and developing exercise which shall be to the pupil a means of attaining symmetry of figure, grace, and suppleness in movement, healthfulness of body, and an ability to keep it in a vigorous condition, as well as to relieve the mental activity and strain of a day of continuous study and recitation.

Since this work is compulsory, each young woman before entering, in order to save time and expense, should see to it that

her school dresses be made with plain skirts, loose, not tight-fitting waists. The waist adopted by most of our girls is the blouse, or shirt waist, either with or without the Eton jacket. The exercises for the year consist of:

FALL TERM.—Forming in ranks; military and Swedish dressing; military facing; simple movements of military set-up drill; marching; fancy steps; Swedish free movements; German free movements.

WINTER TERM.—Advanced work in line of fall term; use of wooden dumb-bells; short wands in standing and sitting positions.

SPRING TERM.—General review of exercises of fall and winter terms; long wands; Indian clubs; running.

VIII.—LATIN AND GREEK.

LATIN COURSE.

The department of Latin provides a course designed to furnish the student with such instruction as will give him the practical mastery of Cæsar, Sallust, Ovid, Vergil, and Cicero.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself remembers it and is able in turn to teach it to others.

LATIN ELEMENTS.—*Harkness, and Ahn.*

FIRST TERM (K).—Division and combination of letters; methods of pronunciation; classification of words; nouns and declensions; adjectives and adjuncts; Latin pronouns and their relation to other words; conjugation of Latin verbs begun; inter-language translations; formation, derivation, and analysis of English words.

LATIN ELEMENTS (*Continued*). PROSE COMPOSITION.—*Collar*.

SECOND TERM (J).—Conjugation of verbs continued; voice; modes—finite and infinite; tenses; characteristics of conjugations; fundamental rules; daily translations from English into Latin, and from Latin into English; parsing, analysis, rules for construction.

CÆSAR DE BELLO GALLICO.—*Harkness's Cæsar, and Grammar*.

THIRD TERM (I).—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspiracy and fate of Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans. Constant use of grammar; rules of syntax; prose composition continued; sight reading

CÆSAR DE BELLO GALLICO (*Continued*).—*Harkness, and Harper*.

FOURTH TERM (H).—War with the Alpine tribes; war with the Belgæ; war with the Germans, accounts of early nations; German mode of warfare; bridge over the Rhine, and crossing into Germany; invasion of Britain.

Review of Grammar, style of Cæsar; prose composition; sight reading.

SALLUST.—*Harkness, and Harper*.

FIFTH TERM (G).—Life of Sallust; Lucius Catiline—his character, conspiracy, and confederates; time, cause, and circumstances; fate of allies and of Catiline; views of Cato, of Cæsar, and of others; results upon the Roman government; style of Sallust; prose composition; sight reading.

OVID.—*Allen and Greenough*.

SIXTH TERM (F).—Selections from the metamorphoses; mythology; life, style, and writings of Ovid. Latin prosody; scanning; prose composition.

VERGIL: *ÆNEID.*—*Frieze, and Harper.*

SEVENTH TERM (E).—Life of Vergil; hero of the poem; causes of the Trojan War; overthrow of Troy; mythology; early history of Carthage; accounts of principal characters. Prosody; scanning; prose composition; sight reading.

VERGIL: *ÆNEID (Continued).*—*Freize, and Harper.*

EIGHTH TERM (D).—Journeys of Æneas; settlement in Thrace, and in Crete; accounts of Delos, Scylla, Charybdis; Helenus and Andromache; death of Anchises; sojourn in Carthage; departure of Æneas; death of Didō. Essay; scanning; composition; sight reading.

CICERO IN CATILINAM.—*Harkness, and Allen and Greenough.*

NINTH TERM (C).—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of the conspiracy; fate of Catiline and leaders. Both literal and liberal translations; the style of Cicero; composition.

CICERO: PRO ARCHIA, PRO LEGE MANILLA.—*Allen and Greenough.*

TENTH TERM (B).—Cicero as a defender. Life and character of the poet Archias; Roman laws of citizenship; result of the trial. History of Pompey; Roman laws; history of Rome; selections from other portions of Cicero for sight reading. Review of Grammar; Latin composition.

VERGIL: *ÆNEID.*—*Frieze, and Harper.*

ELEVENTH TERM (A).—Journey of Æneas from Carthage to Sicily; games in honor of Anchises; visit to the sibyl; descent into Hades. Selections from the Eclogues and Georgics. General review. Latin composition.

GREEK COURSE.

Two years is the time assigned to the work of this department. A careful drill in the grammatical forms and structure

of the language, with practical work in the derivation and formation of words, aided by translations constantly increasing in difficulty, lays the foundation for subsequent work in the writings of Xenophon and Homer.

GREEK RUDIMENTS.—*Harkness.*

CLASS F.—Greek characters; classification of letters into vowels and consonants; diphthongs; sounds; declension of articles, nouns, adjectives, and pronouns; etymology of words; short exercises in translation from Greek into English and English into Greek, and parsing; written examinations.

GREEK RUDIMENTS (*Continued*).

CLASS E.—Conjugation of verbs; active, middle, and passive voices, with other properties of words; syllabic and temporal augments; reduplications; euphonic changes; daily translations from Greek into English and from English into Greek; frequent reviews; etymology and parsing; written examinations.

GREEK RUDIMENTS (*Continued*).

CLASS D.—Mute, liquid, and contract verbs finished; verbs in second conjugation; irregular verbs; particles, syntax, and classification of sentences; rules for construction; translating Greek fables, jests, anecdotes, legends, and mythology; thorough review of grammar; *Anabasis* begun; written and oral examinations.

XENOPHON'S ANABASIS.—*Goodwin's Anabasis, and Grammar.*

CLASS C.—Character of Xenophon; History of Darius, Artaxerxes, and Cyrus; outline of the *Anabasis*; account of the march of the Ten Thousand; modes of early Grecian warfare; the Cilician Queen; arrival in Babylonia; battle of Cunaxa; death of Cyrus; thorough review of Greek grammar, and constant attention to parsing; written examinations.

MEMORABILIA OF SOCRATES.—*Robbins or Anthon.*

CLASS B.—History of Socrates; charges against him; his innocence; his “Daimon;” Socrates’ views of the value of friends and friendship; apothegms upon the rusticity of conduct; remedy for the loss of appetite; dissertation upon the manner of eating and mode of life, etc.; reference daily to the analysis and synthesis of sentences, in accordance with the rules of grammar; written examinations.

HOMER’S ILIAD.—*Seymour, and Autenrieth’s Homeric Dictionary.*

CLASS A.—Trojan war; fall of Troy; the Greeks; the Troad; captive maids; war between Achilles and Agamemnon; Grecian mythology; priests; greater and lesser gods; death of Hector; time, persons, and places considered; style of Homer; dialectic differences and ancient forms.

IX.—GERMAN.

FIRST YEAR.

I. READING.—*Joyne’s German Reader.*

From the beginning, much practice in reading and speaking German sentences immediately after the teacher, that the pupil’s ear and vocal organs be well trained during this first year. Reading aloud the German usually follows, rather than precedes, the translation. Throughout the course, as much time as possible is devoted to translation at sight.

II. GRAMMAR.—*Collar’s German.*

Lessons (Eysenbach), first half of book; also conjugation of verb and principal parts of irregular verbs. The grammar learned is immediately applied in the composition.

III. COMPOSITION.

A few English sentences from the *Lessons* are given two or three times a week, for translation; quality, rather than

quantity of work, is regarded, since grammatical exactness and the German idiom is sought in this exercise.

IV. CONVERSATION.

Aside from translation, the German language is used as far as practicable. Facility and correctness in speaking are developed especially in exercises on the model sentences in the *Lessons*; these sentences are first committed to memory.

Advanced classes will be formed when required; acquaintance with some of the German classics, and ability to read scientific prose, will be the chief aims of the course. Incidental to these results, considerable facility in understanding the spoken language, and in speaking it, will be gained.

HIGH SCHOOL DEPARTMENT.

THE HIGH SCHOOL.

The High School has lately been organized. It meets the demands of many who do not wish to take the Teachers' Course. It fits for college or business life.

The studies to be pursued in this school, and the order in which they are to be taken, are shown in the scheme below.

FIRST YEAR.

FIRST TERM.

Latin.	Harkness, and Ahn.
Arithmetic.	White.
Grammar.	Harvey.
El. Civics.	Dole's American Citizen.

SECOND TERM.

Latin.	Harkness, and Ahn.
Algebra.	Wentworth.
Grammar.	Harvey.
Geography (Descriptive).	Eclectic Complete

THIRD TERM.

Latin.	Cæsar, and Grammar.	Harkness.
Algebra.	Wentworth.	
Literature and Reading.	Masterpieces of Am. Literature.	
U. S. History.	Montgomery.	

SECOND YEAR.

FIRST TERM.

Latin.	Cæsar.	Harkness, and Harper.
Arithmetic.	Ray.	
Anc. Hist.—Greece and Rome.	Myers.	
Drawing.	Prang.	

SECOND TERM.

Latin.	Sallust. Harkness, and Harper.
Arithmetic.	Ray.
English History.	Montgomery.
Drawing.	Prang.

THIRD TERM.

Latin.	Ovid. Allen and Greenough.
Physics.	Avery.
Geography (Physical).	Guyot.
Physiology.	Cutter.

THIRD YEAR.

FIRST TERM.

Latin.	Vergil's <i>Æneid</i> . Frieze, Harper.
Greek.	Rudiments. Harkness.
Algebra.	Wentworth (Complete).
Psychology	Dewey.
Rhetoric.	Raub.

SECOND TERM.

Latin.	Vergil's <i>Æneid</i> . Frieze, and Harper.
Greek.	Rudiments. Harkness.
Algebra.	Wentworth (Complete).
Psychology.	Dewey.

THIRD TERM.

Latin.	Cicero in <i>Catilinam</i> . Allen and Greenough.
Greek.	Rudiments. Harkness.
Algebra.	Wentworth (Complete).
Ethics.	Robinson.

FOURTH YEAR.

FIRST TERM.

Greek.	Xenophon's <i>Anabasis</i> . Goodwin.
Geometry.	Wentworth.

English Literature.

Raub.

Physics.

Avery.

SECOND TERM.

Latin.

Cicero Pro Archia, Pro Lege Manilla.

Greek.

Xenophon's Memorabilia. Goodwin.

Geometry.

Wentworth.

English Literature.

Raub.

THIRD TERM.

Latin.

Vergil's Æneid. Frieze, Harper

Greek.

Homer's Iliad. Seymour.

Authenrieth's Homeric Dict'nary.

Grammar.

Harvey.

Political Economy.

PREPARATORY DEPARTMENT.

I.—GRAMMAR SCHOOL.

II.—PRIMARY SCHOOL.

PREPARATORY DEPARTMENT.

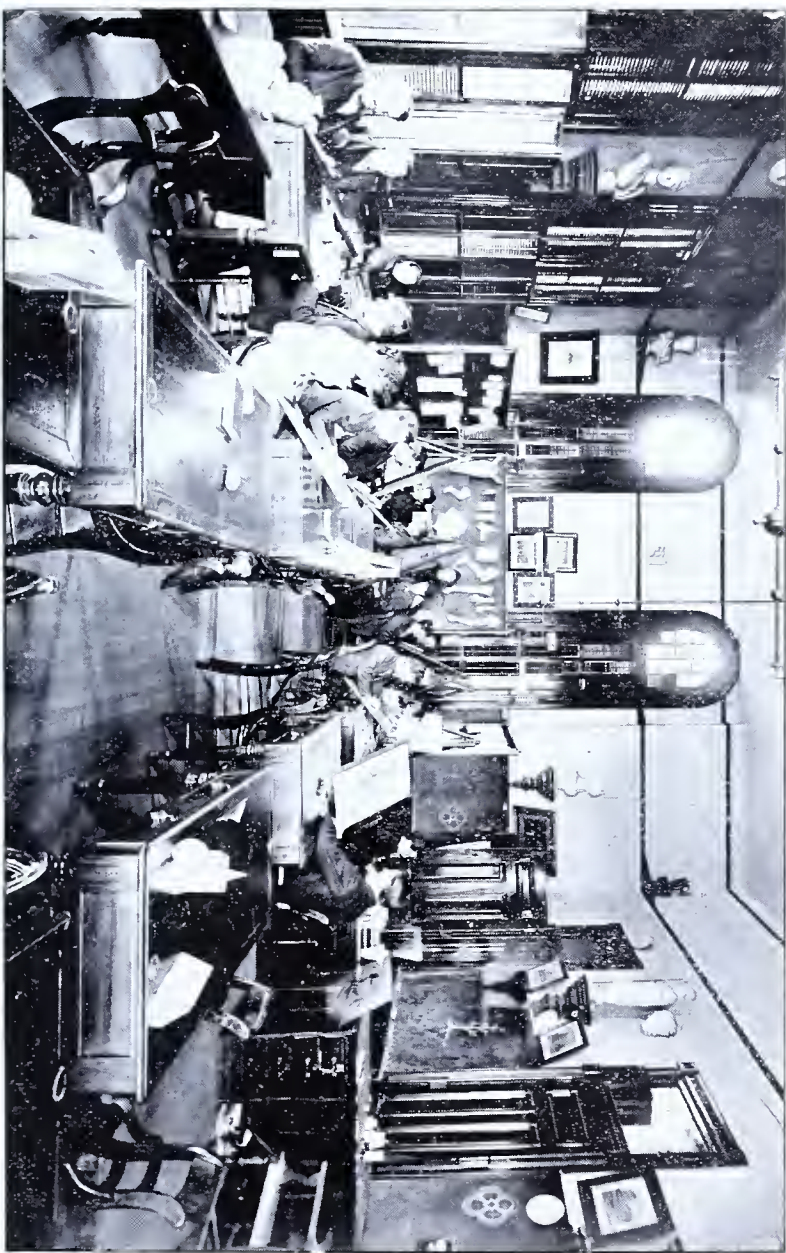
The Preparatory Department consists of the Primary School and the Grammar School. Each of these schools has a course of four years, and together they make an eight years' course similar to that of the Public Schools.

In these schools the students of the Normal Department do the teaching required for graduation. They take charge of the various classes, and put into practice the theories of government, discipline, and instruction which have been subjects of study in the Normal Course.

The teaching is done under the immediate supervision of the Training Teachers.

In this department the following general principles are practically recognized as the basis of teaching:

1. Education is growth.
2. To produce symmetrical growth all the powers of the child should be exercised.
3. Growth should result in the power of the child to control himself.
4. Growth is the process of co-ordinating the new with the old.
5. The teacher's whole duty is to furnish conditions for the proper exercise of the activities necessary to produce the growth.
6. Attention, fixed by interest on the part of the child; and patience, sustained by a knowledge of the conditions of natural development, on the part of the teacher, are the elements that bring success in teaching.



Art Room.



Gymnasium

GRAMMAR SCHOOL.

GEORGE W. SMITH.—*Seventh and Eighth Grades.*

ANN C. ANDERSON.—*Fifth and Sixth Grades.*

The work of this school is arranged to fit pupils who have completed the Primary School studies, for the Normal Department or the High School. This is also a general preparatory school for all who need to give special attention to one or more branches before admission to the higher schools.

The course runs through four years, and fits students, of the proper age, for examination for second grade certificate.

COURSE OF STUDY.

STUDIES.	5th Grade.			6th Grade.			7th Grade.			8th Grade.		
	1	2	3	4	5	6	7	8	9	10	11	12
Reading	*	*	*	*	*	*	*	*	*	*	*	*
Language	*	*	*	*	*	*	*	*	*	*	*	*
Grammar	*	*	*	*	*	*	*	*	*	*	*	*
Writing and Drawing	*	*	*	*	*	*	*	*	*	*	*	*
Writing	*	*	*	*	*	*	*	*	*	*	*	*
History	*	*	*	*	*	*	*	*	*	*	*	*
Drawing	*	*	*	*	*	*	*	*	*	*	*	*
Vocal Music	*	*	*	*	*	*	*	*	*	*	*	*
Arithmetic	*	*	*	*	*	*	*	*	*	*	*	*
Geography	*	*	*	*	*	*	*	*	*	*	*	*
Science	*	*	*	*	*	*	*	*	*	*	*	*
Physiology	*	*	*	*	*	*	*	*	*	*	*	*
Zoölogy	*	*	*	*	*	*	*	*	*	*	*	*
Physics	*	*	*	*	*	*	*	*	*	*	*	*
Botany	*	*	*	*	*	*	*	*	*	*	*	*
Physical training	See Primary School Syllabus.....											

SYLLABUS OF GRAMMAR SCHOOL STUDIES.

FIFTH GRADE.

READING.

Harper's Fourth Reader. Study of words and sentences as in the previous year. Supplementary reading, *Johannot's* intermediate book, *Some Curious Flyers*, *Creepers*, and *Swimmers*. Selections analyzed and memorized.

LANGUAGE AND LITERATURE.

Tarbell's *Lessons in Language*, Book I. Study of classic stories as found in *Bullfinch's Age of Fable*, *Hawthorne's Tanglewood Tales*, *Church's Stories of the Old World*, and *Greek Heroes*. Many of the stories written from skeleton outline.

WRITING AND DRAWING.

Writing and drawing are carried on in such a way as to give half the time of one study to each of them. The writing occupies the first three days of the first week and the first two days of the second week, and so alternates throughout the term. The drawing occupies the remaining half of the time.

Prang's *Complete Course*, Books III and IV.

MUSIC.

In the fifth and sixth grades, much of the drill work of the previous year should be reviewed. As advanced work, the children should vocalize many of the easier exercises, thus showing their power to think in tones. The first music reader should be completed. The children should be able to sing readily either of the parts in simple two-part music, and to give the time-names and to keep the time in any unbroken measure.

ARITHMETIC.

The arithmetic work for the fifth grade is based upon an elementary text-book. The year's work covers the funda-

mental operations, common and decimal fractions, and their application to applied problems in U. S. money.

Especial attention is given to the tables in multiplication and division, and to the correct forms of oral analysis in the written work. Much of the work in common fractions is done by inspection, but enough written work is given to acquaint the child with the written forms.

GEOGRAPHY.

Butler's Geography, Book I. completed during the year.

SIXTH GRADE.

READING.

In the sixth grade, entire selections from standard authors are used as the text for the reading.

Care is taken to develop a love for the best in literature, that by this love the child may be guided in his after reading to select the best books. The books used in this grade are Lamb's Tales from Shakespeare, Hiawatha, Ruskin's King of the Golden River, Irving's Sleepy Hollow, and others of like grade.

WRITING AND DRAWING.

Review work of previous grade. Knowledge acquired applied to copying choice selections of poetry and prose.

Prang's Complete Course, Books V and VI.

HISTORY.

In the sixth grade, a primary History of the United States is studied with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained, and the acquisition of stories for use in language lessons. In connection with colonial history Hiawatha and Miles Standish are read. Biographies of noted Americans,

such as Washington (Scudder), Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out in reading, at home, books taken from the library of this department. Among these are *The Story of Liberty*, *Boys of '76*, and *Boys of '61*.

MUSIC.

See previous year.

ARITHMETIC.

The sixth grade takes up the work of denominate numbers. The school is supplied with measures, weights, etc., for teaching objectively this work. Mensuration of rectangular surfaces and solids is taught from actual measurements. Rules are made by the children under the direction of the teacher when the process has been grasped. During the Spring term of this year the work is confined to the subject of percentage and its applications. The work is brought close to the children by comprehensive talks upon those business transactions in which percentage calculations are involved.

SCIENCE.

In the sixth grade, a text-book is used for the first time. Before this, the science work has been in the form of observation lessons and field-work.

With the book the children take up, in the fall term, the study of animals; in the winter, air, water, heat, etc.; in the spring, plants. The text-book is Hooker's *Child's Book of Nature*.

SEVENTH GRADE.

READING.—*Selections.*

FALL TERM (E).—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free

and natural oral expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To secure these ends, (1) vocal exercises, phonic analysis, and daily practice-reading are given throughout the term. (2) Nothing but the choicest literature is recognized as worthy the attention of the class. (3) Much care is taken to have the children see the "pictures" which abound in all good literature. Poems are memorized and analyzed.

To connect the Reading work to the Language work the children are required to reproduce, in whole or in part, a written account of what has been read.

WINTER TERM (D).—The general aims and plans for the Fall term are carried out during this term. The dictionary and other reference books are used freely, and some attention given to the study of the lives of the authors. The selections are from the "Riverside Literature Series."

LANGUAGE.—*Tarbell's Book II.*

FALL TERM (C).—All Language work as such, is imitative, so far as the forms of expression are concerned. The child should not be required to express either orally or in writing any thought which he has not previously made a part of himself by study or instruction. The whole Language work, therefore, falls under two heads, *content* and *form*. Thought is stimulated through the imagination and memory with the perceptive faculties, seeing and hearing, as direct agencies. The work of the teacher is to present the proper material for thought-growth, and to assist the pupil to form habits of correct expression. Thought-growth is secured by increasing the pupil's vocabulary, strengthening his memory, and developing his imagination. Some of the work for the fall term is: The sentence, kinds; margin, paragraph, punctuation; letter forms—heading, salutation, body, close; abbreviations, quotation marks, synonyms, telegrams, advertisements, parts of speech and their inflections, structure of the simple sen-

tence, essay writing on familiar subjects arranged in a logical order. *To page 132.*

WINTER TERM (B).—Punctuation and business forms, paraphrasing, conjugation in present and past tenses, position of emphatic words, proper use of shall and will, relative pronoun, complex sentence, essays. *To page 213.*

SPRING TERM (A).—Figures of speech. Simple, complex, and compound sentences studied. Synonyms, punctuation, business forms, abridgment.

The book finished and reviewed when time permits.

WRITING.

The aim throughout the year is to have all the work done with the muscular movement, to have the pupils acquire the style of writing which shall be theirs when they are grown, and to be able to arrange in good form the usual papers written in social or business life.

To attain this, there is daily practice upon movement exercises, many of which are combinations of the letters.

Each letter in both small and capital form, is studied separately. The correct manner of joining letters, the spacing of words in a sentence, and the spacing of sentences, is carefully noted.

The acquired knowledge is then put into practice in the writing of notes, drafts, checks, orders for goods, social letters, etc.

The third term, all writing is done upon unruled paper. Pupils write both from copy and dictation.

ARITHMETIC.—*White's New Complete.*

FALL TERM (H).—Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers, as the pupil sees these relations. That is, no memorizing for memory's sake. During the fall term, groups of ones studied as wholes. In addition, accuracy and rapidity are the aims.

Subtraction is shown to be a process of separating a given number (minuend) into two parts, one of which (subtrahend) is included in the given number (minuend). Multiplication is the process of uniting into one number a given number of equal numbers of the same kind. Division is studied under two heads, division proper and partition.

Numbers below 144 are factored by inspection. Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing in integral operations.

WINTER TERM (G).—The winter term's work begins with decimal fractions. The law of decimal decrease in the orders of whole numbers is applied to decimals. The fundamental operations as applied to decimals follow the same principles that apply in whole numbers. Practical problems in decimals are found in the subject of United States money.

Denominate numbers are studied from measures and weights, which the pupils use in the class room, under the direction of the teacher. Longitude and Time, which is so often troublesome to children, is simplified by reason of the knowledge the children of this grade have of the earth's motions.

SPRING TERM (F).—The metric system of weights and measures is studied from actual standards. Measurements are made and practical problems solved. The relation of these standards to the English standards brought out.

Mensuration of surfaces and solids, the system of land surveys by which Illinois was surveyed, and a general review, occupies the spring term.

GEOGRAPHY.—*Eclectic Complete.*

The pupils use a complete descriptive geography as a basis of study.

The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination. The home geography is studied first, and the ideas of

government, society, products, commerce, etc., brought out. Much map drawing is required, and also some supplementary reading from cyclopedias, magazines, etc.

FALL TERM (E).—Position, form, direction, distance; township, county, state; the earth as a whole, shape, motion, etc.; elementary definitions; latitude and longitude; North America, position, contour, relief, drainage, etc.; map drawing.

WINTER TERM (D).—Political North America, map drawing of the different divisions; special study of Illinois; South America, physical and political divisions, with map drawing.

SPRING TERM (C).—Europe and Asia, with map drawing; also Africa, Australia, and Pacific islands.

BOTANY.—*Gray's How Plants Grow.*

SPRING TERM (B).—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by and many flowers gathered. These are analyzed, in a simple way, drawn, and pressed. There is a great variety of forest growths near, which affords ample facilities for the study of forms of leaves, manner of branching, etc. Experiments with seeds for the purpose of studying germination, and some work in microscopy, occupy a portion of the time. Short essays on such subjects as germination, uses of plants, means of scattering seeds, and other easy topics, are required.

EIGHTH GRADE.

READING.—*Selections.*

SPRING TERM (C).—The general aims and the plans for carrying them out, in the reading of the seventh grade, are followed in the eighth grade. The work partakes of the nature of literary work more than in the previous year. More use is made of the pupils' knowledge of geography, history, and grammatical structure than in the seventh grade.

At present the selections are from Riverside Literature, and include Whittier's *Snow-Bound* and other Poems; Hawthorne's *Tanglewood Tales*; Lincoln's *Gettysburg Speech*, and other papers; and *Books and Libraries* by Lowell.

GRAMMAR.

The aim of the Grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

The plan is to continue the practice of sentence-building and sentence-analyzing begun in the Language work.

As the sentence is the unit in thought, so it should be the unit of work for the pupil. Short easy sentences are studied and enlarged by the addition of word, phrase, and clause elements. When the pupil knows well the structure of simple and complex sentences, some time is spent in the study of the modifications of the parts of speech.

The proper use of the irregular forms of words is taught by requiring pupils to use such words in original sentences.

During the latter third of the year the structure of sentences is studied quite closely and the rules governing construction learned.

A text-book suitable to this grade of work has not been selected, therefore no syllabus is attempted. The study runs through the three terms of the eighth grade.

U. S. HISTORY.—*Eggleston.*

The objects in the study of History in this grade are: (1) to gain facts; (2) to fix geographical knowledge; (3) to train the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Pupils do not know a fact until they know the time (approximately) and the place definitely. The recitation presents an opportunity for the teacher to observe the growth of the pupil's memory. Reviews show how lasting the impressions are. The test of

the pupil's memory in this study is to determine, (1) whether the pupil's conception (strengthened by reflection) of the occurrence is vivid and accurate; (2) to determine his power of recalling that conception. Many pupils never go farther in school-life than the eighth grade. To these should be given a general understanding of the machinery of government. The ideal of right conduct should be kept constantly in mind in studying the lives of our great men. Pupils who finish the studies of this grade may enter the Normal Department or the High School where the subject of United States History is more thoroughly studied.

FALL TERM (E).—Discoveries, explorations, and claims to territory. Colonization, character, and motives of the early settlers. Indians, their habits and relations with colonists; colonial forms of government, charter, royal, proprietary; slavery; religious freedom; education; British oppression; inter-colonial wars. Revolutionary War and its results; Constitution of the United States and departments of government.

WINTER TERM (D).—Early administrations; principles of government, admission of States; increase in area and population; inventions and progress; political parties and principles; Monroe Doctrine; protective tariff; slavery in politics.

SPRING TERM (C).—Causes of Civil War; events of Civil War; credit of the United States; political and military leaders; return of seceded states; settlement of difficulties with England; recent acts of legislation; short analysis of Constitution.

DRAWING.—*Prang's Course.*

Drawing is studied under three heads :

Construction.—Drawings made from objects, showing two and three views, also sectional views. Measurements taken from objects and figured drawings made. Instrumental work—problems applied in working drawings.

Representation.—Drawings from objects, cylindrical and rectangular. Arrangement of groups—work freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.

Decoration.—Drawings of leaves and flowers from nature—arrangement in design; copying and enlarging examples of historic ornament; talks given on the different styles and illustrations shown. Work on the blackboard, from memory and from dictation, is also given.

All three of these lines of work are carried on together.

FALL TERM (F).—Complete Course, No. 7.

WINTER TERM (E).—Complete Course, No. 8.

SPRING TERM (D).—Complete Course, No. 9.

ARITHMETIC.—*White's New Complete.*

FALL TERM (E).—The Arithmetic work for this grade begins by reviewing rapidly a part of the work gone over in the spring term of the seventh grade. This review occupies two or three weeks. The work of this term properly begins with percentage. An effort is made to bring the pupils to see the real conditions in the problem before attempting its solution. The subjects studied this term are: Percentage, profit and loss, commission and brokerage, capital stock, insurance, taxes, customs, bankruptcy, simple interest. *Pages 176-222.*

WINTER TERM (D).—The winter term's work begins with bank discount. Here, as in the preceding term, the pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the *problems* of simple interest, stocks, exchange, equation of payments, and analysis, are the subjects of study. *Pages 223-275.*

PHYSIOLOGY.—*Stowell's A Healthy Body.*

FALL TERM (B).—This book treats first of alcohol and fermented liquors, effects on the system; the skeleton, muscles, skin, etc.: digestion, absorption, and assimilation; circulation, respiration, etc.; nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book to give a better basis for the study of the organs of the body. During the time while lessons are daily learned

from the text-book, maps, charts, and the skeleton are used for illustration. The microscope is used to show sections of such parts as muscles, the villi, kidneys, lungs, and various parts of the alimentary canal. A systematic course of dissection is carried along with the study, not so comprehensive as that used in the Advanced Physiology, but enough to give the pupils a better idea of the parts of the body as well as to teach them to observe.

ZOOLOGY.—*Tenney's Natural History of Animals.*

WINTER TERM (B).—At first a general idea of the animal kingdom; then mammals, birds, and the other classes of vertebrates more in detail; articulata, including insects; crustaceans, and a little about worms.

The object is not so much to have the class go through the book as to acquire habits of observation. The classes study animals daily, using the text-book as a guide to what to study, and the museum for specimens. No attempt is made to study the lower groups, leaving that part for the Advanced Zoology. When birds, insects, and other groups of animals are studied, analytical tables are used for the purpose of familiarizing the pupils with the use of such keys, and of bringing out points of observation that should otherwise be overlooked.

PHYSICS.—*Shaw's Experiments.*

SPRING TERM (B).—Mechanical powers; lever, pulley, wheel, and axle, inclined plane, screw, wedge—static laws of each.

Matter; molecule, molecular forces, properties of matter, states of matter.

Gravitation; law of gravitation, center of gravity, falling bodies, laws of falling bodies, laws of motion, the pendulum, energy.

Hydrostatics; liquid pressure, hydrostatic press, specific gravity.

Pneumatics; pressure of the air, barometer, common pumps, siphon, weight of the air, Boyle's law.

Heat; expansion of bodies, thermometers, convection, conduction, radiation, ebullition, distillation, latent heat, specific heat.

Sound; cause of sound, propagation of sound, velocity of sound, reflection of sound, intensity of sound, musical sounds, overtones, re-enforcement and interference of sound.

Light; shadows, intensity of light, images, reflection of light, mirrors, lenses, color, rainbow, optical instruments.

Electricity; the magnet, laws of attraction and repulsion, induction, needles, frictional electricity, laws of attraction and repulsion, induction, electrophorus, electrical machines, voltaic electricity, cells, conductors, electro-magnates. telegraph, telephone, electric bell, electric lights, effects of the electric current.

PRIMARY SCHOOL.

(Ages of Children, 6 to 10.)

ANN C. ANDERSON.

Supervisors.—GEORGE W. SMITH, Number; MARTHA BUCK, Language; MATILDA F. SALTER, Drawing; INEZ I. GREEN, Geography.

Physical Training.—MARY A. ROBARTS.

Four years constitutes the course in this school, but the work is so planned that another year (called the A-third grade) may be added, if, on account of ill health, immaturity, or need of more drill on elementary branches, more time in this school would be profitable to one or more of the pupils. By this plan children may spend two years on third year work and then pass into the fourth grade, or they may pass from the third to fourth grade, or from the A-third to the fifth, according to the their ability, without detriment to them or to the class. The second year of the third grade is more advanced than the first, but the same branches are studied. The outline for the intermediate year is not given in this course.

No part of the child's life is so important as the first years. For this reason the outline of the Primary School is given in full.

In the Primary School the studies are more concentrated than they are in the higher grades. No one study excludes the others. Each is included in all and all in each. In the outline an attempt is made to show this unity.

Picture-making with pencil and water-colors is encouraged throughout all the grades. This is used as a means to express thought. Water-colors have been found to be especially useful in science work.

COURSE OF STUDY.

FIRST GRADE.

READING.

A child's life in school should be an enlargement of his former self. At first no new ideas are needed; but those he has acquired are to be recognized through a new medium—*written words*. The following first steps are believed to be so arranged that each is a sequence to the preceding one. They together form a gradual progression in learning to read.

1. Oral expression of thought in complete answers to questions (conversations). This is to secure the correct form for the unit of thought, the sentence.

2. The written form of action-words, for the action-word is the soul of the sentence; the idea presented before the word.

3. Pictures with action-words, forming sentences.

4. Names of the members of the class with action-words, forming sentences.

5. Analysis of words into sentences.

6. Synthesis of sounds into words.

7. Other words as needed: connecting words require special drill.

8. Print introduced after the thorough mastery of about one hundred words in script.

The equivalent of three easy First Readers the first year. Translating print into script by copying words and sentences from the readers. Original sentences as soon as the power of abstracting is developed.

Conserve energy by *preventing* errors. Secure right thinking and correct habits by so conditioning the child that the right will be easier than the wrong.

To be profitable, thought must be in every step.

Working Material.—In this grade the teacher of reading should be ready with the crayon in picture-making, and he

should be also a good penman. Many objects are useful, but these qualities are indispensable.

LANGUAGE AND LITERATURE.

Language is a training that should result in correct and fluent use of English. The first steps toward this end are teaching correct sentence forms and correcting prevalent errors.

The material for this drill is furnished by the children, as they report daily on things they see and hear (field observations), and in retelling stories told to them.

Stories told the first year are The Little Red Hen, Three Little Pigs, The Fox and the Crane, The Fox and the Crow, and The Dog and the Shadow. Many of these are taken from Æsop.

The literature of the first year consists in the analysis of several simple poems. The poems are *spoken* to the children and they attempt to reproduce them. The poems used are Come Back Little Birdie; Two Little Blackbirds; Five Little Rabbits; Sleep, Baby, Sleep; Little Boy Blue; and Pussy Cat.

WRITING AND DRAWING.

The following plan is carried out throughout the Primary School:

Writing and drawing are pursued in such a way as to give half the time of one study to each of them. The writing occupies the first three days of the first week and the first two of the second week, and so alternates throughout the term. The drawing occupies the remaining half of the time.

Writing Material.—Special ruled slates and paper.

Writing is first mere copying of words learned in the reading and other lessons. Accurate mental pictures of single letters are produced by writing in the air and by tracing on slates and paper.

Drawing.—The children are encouraged to use drawing as a means of expressing thought. In the earlier years of the



Class in Physical Training.



Class in Physical Training.

course it is taught in order to develop the power to see as a step toward representing. In this stage it is a form and color study, and the power gained through it is used in all the other studies as a means of expressing the child's thought of the things he sees.

FORM STUDY.

The type forms used are sphere, cube, and cylinder. The tablets and figures derived from them, circle, square, and oblong, are also used.

Ideas of form are derived from seeing and handling geometric solids and familiar objects based on them; ideas of form are developed by clay modeling, and tablet and stick laying; ideas of form are expressed by drawing on slates and blackboard, by language, and by making objects in paper and clay. The color sense is developed by the use of colored forms, papers, sticks, and crayons.

MUSIC.

Five minutes each day.

In the order of development the recognition of tones precedes the recognition of spoken words. Tone preception is readily cultivated very early in the child's school life. Deal with the tone, not with its sign. Direct the child's mind to the invisible things, not to the signs of these things, and he will learn to think in tones as he thinks in words, in numbers, and in colors. Thought should precede each step in music as certainly as it does precede each step in effective reading.

The steps to be taken the first year are as follows: Soft, pure tones always. The scale as a unit. Interval practice by calling the numbers of the scale and getting the tone in response. Modulator practice to secure change from any tone of one scale-picture to one of any other. Two-part time. Easy sight reading from the staff.

NUMBER.

Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe,

"how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the room are used.

Children are led to abstract the number from the objects before them, by asking them to tell the "how many" of objects and parts of familiar objects about home.

Children are taught to make accurate and rapid observations about the "how many" by means of sight cards. All the fundamental operations in number below eleven are learned the first year. The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6, and 9; the fourths of 4 and 8, and the fifths of 5 and 10 are learned and treated as ones.

The work for the year is carried on under three heads, namely: (1) Finding out the number facts. This is done by requiring the pupil to handle sensible objects. When the fact has been reached much care is taken that the child states the fact in clear and concise language. (2) Fixing the number fact in the child as a part of himself. This is done by requiring each pupil to state the fact, which is afterward fixed by concert drill. (3) Applying the number facts in the making and solving of problems. The children make these problems concerning the buying of pencils, oranges, marbles, etc.; also about birds, eggs, chicks, pigs, etc.

Material.—The materials used in the work of the first year are splints, beads, shells, pebbles, inch cubes, foot-rulers; pint, quart, and gallon measures; birds (mounted), number chart, and blackboard, by the means of which the practice-teacher illustrates the work, thus developing in the child the power of expressing number facts by drawing and writing. The work during this year is drawn either from numbers of objects or from pictures in which the "how many" is a prominent feature.

SCIENCE.

Purpose.—To enlarge the child's sympathy and to broaden his range of knowledge; to cultivate perception, memory, and

judgment, that he may become a close observer, an accurate reporter, and a discriminating judge.

Field-work.—Reports upon observations are made during general exercises, in language or whenever they apply. Observations, though general, are so directed as to bring under notice points useful for future classification. Individual work is the best. The discoverer benefits the class hardly less than he benefits himself.

Material for the First Year.—Chiefly what is seen and heard.

Insects and birds in the fall.

Domestic animals in the winter.

Birds, buds, seeds, leaves, flowers, and insects in the spring.

N. B.—All general principles and directions given for the first year apply throughout the Primary School.

SECOND GRADE.

READING.

The distinctive features of the work of this year are two: (1) Quick sighting of words by means of their phonic elements, and (2) writing words from dictation (spelling). The facts to be learned of a word: are the letters needed for writing the word, and the sounds, the syllables, and the accent needed for reading the word. The ability to cover these four points depends upon the power to abstract the word. To some extent this power is acquired in the first year, but there are hundreds of words read by the children which they cannot write from memory. In the second year they begin to bring the power of reading and the power of writing more nearly parallel.

Until the child is independent of such help, he is assisted to the correct pronunciation of the difficult words before studying.

Simple homonyms—there, their; know, no, etc., are taught by their use in appropriate sentences.

Material.—The equivalent of two advanced First Readers, and the first part of one Second Reader, are read this year. Blackboard and crayon for picture-making. Special ruled paper and pencils.

LANGUAGE AND LITERATURE.

The work of the second year is similar to that of the first, except that the children are required to do more written work. Æsop's fables, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing, but before the children are asked to write, the *forms* of the words are made familiar to them, and also such technical points as will be needed to put into correct form the story which they are asked to write.

The literature of this year consists of the oral analysis of several simple poems, *recited* by the teacher to the children. Some part of the poem must be remembered and given back to the teacher. Before the end of the year the children are asked to reproduce some of these poems in writing from memory. It is expected that both stories and poems shall be held in memory ready for repetition.

Some of the poems used are : A Million Little Diamonds, The Little Seed, A Week of Work, What Does Little Baby Say? and Seven Times One.

WRITING.

Material.—Special ruled paper and pencils.

Daily practice of free movement exercises.

All the letters, large and small, in the order of the alphabet.

Peculiar joining of letters.

DRAWING.

The work of the second year follows the same plan as that of the first, and the same objects are held in view.

The type forms used are hemisphere, square prism, triangular prism, semicircle, and equilateral and isosceles triangles.

The colors are orange, green, and purple, with those taught in the first year.

MUSIC.

Five to ten minutes each day.

Review scale and interval practice and spend a term or more on practice from the modulator.

Teach two-part (tā tā) and three-part (tā tā tē) time and practice sight-singing from the easiest exercises in many of the keys, from the first series of charts.

Some of the poems learned in literature may be profitably sung as rote songs.

NUMBER.

The work of the first year reviewed to secure familiarity with the forms of thinking in number.

Numbers between 10 and 20 are shown to be a ten and a certain number of ones. Bundles of tens worked with as ones.

Children interpret from the number chart the written forms for the fundamental operations and illustrate them by means of splints, blocks, etc. They solve problems, giving a very simple analysis. A few of the simpler measures are handled by the children in actual measurements.

All the number facts learned are applied in the making and solving of original problems by the pupils.

The work of the year should result in an ability on the part of the pupils to interpret symbols (figures) of numbers, and signs, (+, -, ×, ÷,) of numerical operations through *twenty*.

Materials.—These are the same as in first year, with the addition of work with pencil and paper, yard stick, and actual division of objects to teach fractions.

SCIENCE.

Field-work.—The observations of the second year are on the same lines as those of the first year, but the children will

see and hear more things in the second year, and they will see and hear these things more particularly. Reports are made in response to roll-call, at general exercises, in language, or whenever they will apply.

In the fall notice seeds, fruits, birds, and trees. The preparation of trees and animals for winter.

In the winter notice winter birds, domestic animals, wild life, snow-flakes.

In the spring notice returning birds, vegetation, insects, flowers.

Material.—Colored crayon, colored pencils, water-colors and brushes, microscopes. Objects brought in by the children and brought from the museum for examination. The material is used freely by the children as soon as they show a disposition to handle the articles with care.

THIRD GRADE.

READING.

Dictation forms the principal work of the third year. The child is thrown more upon his own resources. He is asked to do original work, but the chief drills are intended to give him increased power in the use of words, to establish correct habits in form, to cultivate his memory, and to increase his power to bring his thought to bear upon any subject desired. Some of the methods used for these purposes are given below.

Dictation of words, stories, and poems; reproduction of stories; pronunciation drills; and memory poems, learned by concentration of thought. Defining, developed by substituting for the word used in the book, words from the children's vocabularies. Homonyms learned as the children discover them.

Material.—Two Second Readers or their equivalent are mastered during this year. Games and other devices are used

to keep the interest sustained, but the distinction between work and play is kept clearly in mind. As far as practicable, the objects read about are brought before the class.

LANGUAGE AND LITERATURE.

The language lessons of this year are carried on along two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of the second. The facts for conversation and essays are drawn from observation (field-work), books, and talks with friends. To cultivate system in writing, the essays are developed from suggested outlines. Very crude results are accepted at first if the work is the child's own, and his best. The dictation exercises are taken usually from the easier of Æsop's fables. They are used as form studies.

The written part of the science lessons is done as language; the oral part finds a place in any recitation to which the facts are applicable.

The literature for the year is taught by means of the following or similar poems: The Village Blacksmith; The Christmas Carol; Hark, Hark, My Children, Hark!; Corn; and Winter.

WRITING.

Material.—Special ruled paper and pens.

Daily practice of free movement exercises.

The small letters in allied groups: *a* group (a d g q); *i* group (i u w t); *m* group (m n h y); *loop* group (b l k f j z); mixed group (c e p r s x v); single letter (o).

Peculiar joinings and words difficult to write.

Review of the capital letters in allied groups.

DRAWING.

In the third year the same general plan is followed as in the first two years. The type forms are ellipsoid, ovoid, cone, and pyramid.

Dictation exercises on the blackboard and on paper and

some drawing from objects give the opportunity to apply these type forms and those learned in the previous years.

MUSIC.

Ten to fifteen minutes each day. To develop tone perception, continue scale, interval, and modulator practice, and bring the children to recognize the major and the minor seconds. Practice in sight-singing as in the second year.

NUMBER.

The work for the year includes operations in numbers through 100.

Tens are worked with as ones were in the first year. The child is led to see that a hundred is made up of tens (bundles) as tens are made up of ones. He adds, subtracts, multiplies, and divides (also partitions) tens as ones. He learns to count to 100 by 2's, 4's, 5's, etc., and he also learns that any number, as 76, is made up of seven tens (bundles) and six ones. He reads it seven tens and six ones, or seventy-six.

Toward the close of the year the pupils do simple written work in the fundamental operations. This written work is illustrated with objects by teacher and pupils, until the pupil can give a clear statement of the process without the presence of the objects.

Material.—During this year the pupils use a text-book, by the use of which they learn to interpret the problems through words. The number chart is used as a means of drill to fix number facts. The pupils bring in, from time to time, the written solution of simple problems, and other written matter connected with the study of number.

GEOGRAPHY.

A study of the child's mind shows his observing powers to be keener and more active than his reasoning powers. No study affords better opportunity for developing these powers than geography.

The primary purpose of teaching geography is to develop in the pupils' minds, concepts corresponding to the earth's surface.

In the elementary grades the process of thought is mainly inductive. The mental powers to be exercised are those of synthesis and analysis, the latter used to enhance the strength of the former. Color, form, and number are the essential factors of synthetic power. One important part of work in primary grades is the formation of general notions from sense products. Field lessons, observations, and investigations should form the essential part of the course. "Talking" and "Reading" lessons accompany the work throughout the entire course.

During the first two years many facts taught in language, drawing, and number, constitute the basis of the formal study of geography, which is begun in the third year. Some of these facts are impressions of form from handling and molding solids; ideas of surface; direction; points of the compass; location (place), and position; lines, measures.

In the third year the formal study of geography is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and, after much practice with the unit of measure, the children are tested as to their ability to judge of these by the eye alone.

The plans of the school-room and school-yard are drawn, and the idea of drawing to a scale developed. Maps of the town and immediate vicinity are made from the children's own observation. The township, county, and state are taken up and drawn in regular order.

SCIENCE.

Field-work.—Attention is called to facts for special observation, and reports are heard upon these points. The children of this grade are advised to keep a field-book, and to record facts as they observe them.

Field-work for the fall.—Fruits, seeds, fall flowers; preparation of trees for winter; preparation of insects, and animals generally, for winter; migratory birds as they disappear; home birds in winter.

Field-work for winter.—The sky and landscape; rainfall; snow; coats of animals; fuel.

Field-work for spring.—Coming of the birds, buds, leaves, seeds, flowers, insects. -

Material.—This is the same as in the previous year.

A-THIRD GRADE.

See Introduction (Primary School).

READING.

Harper's Third Reader begun and completed. Use of the dictionary (Academic) begun. Use of books of reference begun. Words (written from dictation) syllabicated, accented, marked, and defined, fifteen to twenty at a lesson. Supplementary reading, first part of Jonhnot's third book, Neighbors with Wings and Fins. Selections of poetry analyzed and memorized. Study of homonyms continued.

LANGUAGE AND LITERATURE.

De Garmo's Language Work Nos. 1 and 2. Essays on familiar topics embodying facts learned from the lessons in reading, geography, language, and from books read at home; Æsop's Fables read, told, and written from dictation; simple stories from the classics told and reproduced orally and in writing, all work bringing into practice the knowledge acquired in regard to correct form and expression. Selections of poetry analyzed and memorized. Letter writing continued. Thought exercises on familiar maxims. Free conversations with a view to correcting prevailing errors of speech.

WRITING.

Muscular movement exercises occupies the first part of each writing lesson. Small letters reviewed in groups, based

on allied forms: a group, i group, loop group, m group, and miscellaneous group; capitals practiced in groups of allied forms. Knowledge acquired applied to all written forms.

DRAWING.

FORM STUDY.—The same type forms are used as in the previous year, but more practice is given to drawing.

MUSIC.

See previous year.

ARITHMETIC.

White's First Book in Arithmetic, commencing at page 49 and completing; supplementary drill on addition, subtraction, and multiplication, to develop power to make accurate and rapid calculations.

GEOGRAPHY.

A general knowledge of the United States. Our World Reader No. 1, completed during the year; map of the United States made, beginning with home State. Books read during the year, Bayard Taylor's Boys of Other Countries, and Schwatka's Children of the Cold.

SCIENCE.

See previous year.

FOURTH GRADE.

READING.

The Third Reader is completed in this year. Besides the drill exercises of the previous year, defining and sentence-making receive special attention. As a reading drill, the sentences should embody the facts of the reading lessons. In this year children usually acquire independent use of the dictionary (Academic). The power to read quite fluently makes sight-reading especially profitable in this year as it does also supple-

mentary reading outside of the class, on lines suggested by the reading lessons. Books for this purpose are furnished from the library of the Primary and Grammar Schools.

In this grade more written work is required than in previous years. The drill exercises are designed to conquer the mechanical difficulties in both reading and writing so that the children may come in time to regard the one as not more difficult than the other.

LANGUAGE AND LITERATURE.

That the children may be more independent in the preparation of their lessons, in this year, they study from a simple text-book, which reviews the facts of language already learned and also, in a simple way, presents some of the technical terms belonging to the study.

Much of the work of this year takes the form of thought and memory exercises. The basis of the thought exercises is drawn largely from the field observations, reading lessons, and books read by the children from the library.

Stories.—The Frogs Who Wanted a King, The Donkeys and the Salt, King Midas, John Gilpin, Cherry Festival of Hamburg.

Poems.—The Village Blacksmith, The Four Sisters, Pegasus in Pound, and the First Snow-fall.

The poems are learned by means of the graphic mental pictures made while hearing the poems *spoken*. They are exercises to cultivate the ability to attend closely and to reproduce accurately, to strengthen memory and imagination, and to develop literary taste and appreciation of the beauties in language.

WRITING.

Give daily practice in free movement exercises.

Review the small and the capital letters as given in the previous year's outline.

Write names of persons and places such as are found in other studies, language, geography, etc.

DRAWING.

Prang's Complete Course. Books I and II are completed in this year.

Pencil holding and movement requires especial attention.

Ideas of form are developed by the study of objects; ideas of form are expressed by drawing from objects.

Divisions of drawing followed: Construction, representation, decoration.

MUSIC.

Ten to twenty minutes each day.

Continue as in the previous year, but make the work gradually more difficult. Review two-part, three-part, and teach four-part time (tā tā tō tē); also teach the divided beat (tä fä, tā fä), and major and minor thirds.

Finish the first series of charts and the first music reader. Practice sight-reading in two parts.

ARITHMETIC.

The year's work begins with a study of common fractions (written work).

All those operations which necessarily precede addition and subtraction of fractions are learned from a study of the parts of objects. Only those rules are required in the written work which the pupil is able to formulate after knowing the facts in the process.

Decimal fractions are introduced to the children by requiring them to draw a large square and subdivide it into tenths, hundredths, thousandths, ten-thousandths, etc. Then by calling attention to the law of decrease in integral numbers, the children learn that the same law holds in decimal fractional numbers and the proper names for the places at the right of units (ones) are learned in a rational manner. All the work with decimal fractional numbers is governed by the same principles that hold in similar operations in integral calculations.

Denominate numbers are studied as far as possible by reference to the actual weights and measures.

A few simple problems in the measurement of reectangular surfaees and solids are solved near the close of the year

GEOGRAPHY.

North America is studied in respect to position, outline, surface, drainage, natural divisions, life, productions, exports, imports, commerce, etc. The United States, with some of the representative States, in the same manner. South America, with special reference to heat, winds, ocean currents, characteristics, and people. Books of travel and science are placed in hands of the children.

PLAN FOR THE STUDY OF NORTH AMERICA.

NORTH AMERICA.....	{	1. Position.	{	(1) Highlands.
		2. Outline.		(2) Lowlands.
		3. Surface.....		(3) Profile.
				(4) Progressive Map.
		4. Drainage.		
		5. Political Divisions.		
		6. Natural Divisions....		(1) Border Waters.
				(2) Projections.
				(3) Isthmuses.
				(4) Islands.
	{	7. Climate.....	{	Causes.
				Peculiarities.
	{	8. Life.....	{	(1) Animal.
				(2) Vegetable.
				(3) Human.
		9. Productions.		
	{	10. Exports.		

SCIENCE.

Follow the lines indicated in the previous years.

All the drawings and paintings should be from nature.

PHYSICAL TRAINING.

Fifteen minutes each day is devoted to physical exercises.

The only apparatus used is a wooden dumbbell of light weight.

The exercises consist in seat gymnastics ; marching ; free arm, leg, and foot exercises. They are based on the Swedish and German systems combined.

All movements save those of the Swedish are regulated by the music of the piano.

OPENING EXERCISES.

A half hour each morning is given to opening exercises. The roll-call is followed by the recitation of a few verses of scripture, a short prayer, and a hymn. This occupies fifteen minutes. The remainder of the half-hour is spent in either singing, teaching through games, repeating selections of poetry and telling stories, or in free conversations about things which the children have observed. The last exercise gives excellent opportunity to correct prevailing errors of speech. Much of the science work in the lower grades is done at this time.

LIBRARY OF THE PREPARATORY DEPARTMENT.

The children's library consists of about three hundred volumes of general reading and reference, and about two hundred books, in different sets, for supplementary reading. Among the sets for supplementary reading are the following :

Two dozen copies of Æsop's Fables, used for language work.

Complete sets of the first four books of Johonnot's Natural History Series, used for reading, science, and language.

One and one-half dozen of Ten Boys on the Road, used in connection with fourth grade geography.

One-half dozen of Scudder's Life of Washington, used in history.

Two dozen copies of The King of the Golden River, and the same of Lamb's Tales from Shakespeare, used in reading and literature.

Books are taken from the library on Friday and kept two weeks, if desired so long. Reports from the reading are re-

ceived in any of the recitations in which the facts learned apply.

The librarian watches the development of the children's taste for reading, not forcing to any line of reading but directing to the best by suggestions and inducements. The books that children read when their taste for literature is forming constitute one of the chief factors in character building.

PRACTICE TEACHERS, STUDENTS,
AND ALUMNI.

PRACTICE TEACHERS.

Aldridge, Robert Roy (1)	Hubbard, Mary Evelyn (4)
Alexander, Melissa Olive (1)	Hubbard, Sam'l Alexander (4)
Anderson, Mary Jane (3)	Huggins, Margaret (1)
Anderson, Nettie Ann (3)	Hunzieker, Hannah Lydia (1)
Barter, Rachel Jane (2)	Jay, Norman Allyn (3)
Barton, Josie Meagher (1)	Kell, Albert Baker (4)
Bennett, Frances Walters (2)	Kell, Iva Luey (3)
Boomer, Cincinnatus (1)	Kell, Omer Adrian (4)
Boomer, Nola (1)	Koeh, Adolph George (1)
Bourchier, Laura Edith (1)	Lee, Homer Dalton (1)
Brayshaw, Frank (1)	Lingenfelter, Sarah Ada (3)
Brazelton, Norzette (1)	Longbons, Edward (3)
Brittain, Grace Darling (2)	McCormack, Wm. Thomas (1)
Brown, Robert (5)	Mohlenbroek, Eric (2)
Chandler, Kate Florence (3)	Moore, Jack Napoleon (2)
Cochran, Maude Olive (4)	Moore, Olive Leone (4)
Cooks, Maude (1)	Phillips, Luey Haven (1)
Davidson, Lulu Alexandria (1)	Phillips, Myrtle Kingsley (4)
Davis, Kate (10)	Roane, John Quincee (1)
Dollins, Henry W. (1)	Robinson, Samuel Thomas (3)
Edman, Mate (1)	Ruby, Jennie Grace (1)
Edwards, Emory (1)	Rush, Lizzie (2)
Etherton, William Alonzo (1)	Russell, Mary Lena (3)
Fairchild, Maude (1)	Russell, Viola Ann (2)
Felts, William Troy (2)	Smart, Mary Lee (1)
Flint, Minnie Ruth (1)	Snyder, Fred M. (1)
Fryar, Mary Emily (3)	Sprague, Athela (3)
Gilbert, Holyace (1)	Stilley, Chas. Washington (1)
Gilbert, John Philo (1)	Storm, Martha Jean (2)
Glenn, William Thomas (2)	Stout, Charles Logan (3)
Gragg, Jessie (1)	Torrens, Thompson (1)
Henninger, Jennie (3)	Wham, Anna Gertrude (1)
Hobbs, Matilda Julia (1)	White, Maud (1)
Hodge, Jennie (3)	Whittenberg, Sarah Jane (2)
Holden, Maggie Louise (2)	Williams, Rosa (3)
Total	70.

The number following the name indicates the number of terms which the teacher has taught in the Preparatory Department up to the close of the year for which this catalogue is issued.

NORMAL DEPARTMENT.

SPECIAL STUDENTS.

NAME.	RESIDENCE.
Anderson, Lucy J.	Carbondale
Campbell, Fannie	Carbondale
Davis, Kate	Charleston
North, Harriet Campbell	Carbondale
Robarts, Lillie Ozburn	Carbondale
Sheets, Lillian Virginia	Metropolis

NORMAL SCHOOL.

SENIOR CLASS.

NAME.	RESIDENCE.
Brown, Robert	Carbondale
Clendenen, George Emory	Cobden
Curtis, Sarah Lawrence	Paris
Davis, Charles Holmes	Carbondale
Glenn, William Thomas	Belleville
Henninger, Jennie	Hagarstown
Hubbard, Mary Evelyn	Carbondale
Hubbard, Samuel Alexander	Goreville
Kell, Omer Adrian	Salem
Lingenfelter, Sarah Ada	Mt. Erie
Moore, Jack Napoleon	New Columbia
Renfro, Robert Eagle	Carbondale
Rude, Otto J.	Muddy Valley
Songer, Mary Elizabeth	Kinmundy
Stout, Charles Logan	Chauncey
Whittenberg, Sarah Jane	Tunnel Hill
Woodson, Myrtle Florence	Cairo

STUDENTS OF THE THIRD, SECOND, AND FIRST YEARS.

NAME.	RESIDENCE.
Aldridge, Robert	Carbondale
Alexander, John William	Carbondale

NAME.	RESIDENCE.
Alexander, Rachel Agnes.....	Cutler
Anderson, Margaret Gordon.....	Carbondale
Anderson, Mary Jane.....	Cobden
Anderson, Nettie Ann.....	Cobden
Allen, Henry Edward.....	Carbondale
Allen, Lewis Richard.....	Carbondale
Baker, Daisy.....	Cottage Home
Barrow, James William.....	Campbell Hill
Barter, Elizabeth Esterbrook.....	Cawthon
Barter, Rachel Jane.....	Cawthon
Barton, Josie Meagher.....	Carbondale
Batson, Marshall Emanuel.....	Carbondale
Beattie, James Glenn.....	Preston
Beesley, Charles.....	Linn
Bellamy, Addie.....	Carbondale
Bennett, Frances Walters.....	Cairo
Biles, Thomas John.....	Anna
Bince, George Washington.....	Bellmont
Boomer, Cincinnatus.....	Buncombe
Boomer, Nola.....	Buncombe
Boomer, Simeon.....	Buncombe
Boulden, Victoria Allen.....	Carbondale
Bourchier, Laura Edith.....	Carbondale
Bourchier, Thomas.....	Carbondale
Bowman, Belle.....	Vienna
Brayshaw, Frank.....	Muddy Valley
Brazelton, Norzette.....	Charleston
Brittain, Grace Darling.....	Centralia
Brooks, Minnie Lilley.....	Oakville
Brooks, William Larkin.....	Carbondale
Caldwell, Alice.....	Patoka
Carson, Cora.....	Carbondale
Carson, David Henry.....	Three Mile Prairie
Chandler, Kate Florence.....	Carbondale
Chandler, Larkin Craig.....	Gillespie
Church, Osmon Charles.....	Renault
Churcher, Azariah.....	Carbondale
Cochran, John Horace.....	Carbondale
Cochran, Maude Olive.....	Carbondale
Coons, Maude.....	Loami
Corrie, Frank.....	Sumner
Crabtree, Elmer Jackson.....	Walnut Hill

NAME.	RESIDENCE.
Crane, Ezra.....	Tamaroa
Crawshaw, Joseph Russell.....	Carbondale
Cross, Ethan Allen.....	Shiloh Hill
Cross, Arthur Goldsby.....	Shiloh Hill
Crouch, John T.....	Carbondale
Crowell, Henry.....	Carbondale
Custer, Emily Annetta.....	Carbondale
Custer, Ina.....	Carbondale
Davis, Roy Edgar.....	Carbondale
Dawson, Duly Moscow.....	Carbondale
Dawson, Lemuel Benjamin.....	Carbondale
Demmer, John.....	Pinckneyville
Dial, Horatio Ransom.....	Lake Creek
Dickson, William John.....	Lenzburg
Dillard, Josiah L.....	Stone Fort
Dillinger, Lizzie.....	Carbondale
Dollins, Henry W.....	Carbondale
Dollins, Melvin.....	Carbondale
Doty, John Monroe.....	New Grand Chain
Dougherty, Andrew Jackson.....	Mound City
Downs, Albert Fred.....	Carmi
Dye, Nellie.....	Metropolis
Eaton, Emma Lillie.....	Makanda
Edman, Mate.....	Charleston
Edwards, Emory.....	Sorento
Elder, Mary Elizabeth.....	Carbondale
Elliott, Effie Amanda.....	Carbondale
Erle, Jacob.....	Red Bud
Errett, Julia Clyde.....	Carbondale
Etherton, Katie.....	Carbondale
Etherton, William Alonzo.....	Carbondale
Fairchild, Maude.....	Laur
Farmer, Mary Delphia.....	Carbondale
Felts, William Troy.....	Lake Creek
Field, Belle Serena.....	Carbondale
Flint, Minnie Ruth.....	Carbondale
Fryar, Mary Emily.....	Carbondale
Fults, Agnes.....	Chaffin Bridge
Gain, Gracie Coral.....	Foxville
Gay, Jesse Ora.....	Bellmont
Gilbert, Holyace.....	Eddyville
Gilbert, Ida Mae.....	Carbondale

NAME.	RESIDENCE.
Gilbert, John Philo.....	Mt. Vernon
Goodman, Amos Norton.....	Chauncey
Gragg, Jessie.....	Centralia
Grear, Ida.....	Muddy Valley
Green, Everett P.....	Cobden
Grove, Katherine.....	Kinmundy
Hall, Flora May.....	Carbondale
Hamilton, James Franklin.....	Murphysboro
Hawkins, Anna.....	Tamaroa
Higgason, James Avery.....	Lake Creek
Hill, Metta.....	Carbondale
Hinchcliff, Esther May.....	Carbondale
Hobbs, Matilda Julia.....	Carbondale
Hodge, Jennie.....	Carbondale
Holden, Maggie Louise.....	Carbondale
Hon, Clarence H.....	Calvin
Houk, Clyde Stanley.....	Carmi
Huggins, Abijah.....	Duquoin
Huggins, Margaret.....	Cutler
Hunzicker, Hannah Lydia.....	Mt. Olive
Hutton, Charles Franklin.....	Dongola
Irose, Paul, Jr.....	Chester
Jay, Norman Allyn.....	Steeleville
Jenkins, Hattie Elizabeth.....	Elkville
Johnson, Clarence Ulysses.....	Mt. Vernon
Karraker, Ira Oliver.....	Dongola
Karraker, Thomas Nathan.....	Dongola
Kell, Albert Baker.....	Salem
Kell, Iva Lucy.....	Foxville
Kell, Lincoln Samuel.....	Salem
Kell, Lydia Margaret.....	Foxville
Kelley, Claudia Alice.....	Patoka
Kelly, Lulu.....	Stone Fort
Kennedy, Annie Ethel.....	Fredonia
Keown, John Van.....	Carbondale
Key, David Francis Scott.....	Carbondale
Kimmel, Mary Elizabeth.....	Carbondale
Kinney, Hugh.....	Anna
Kissinger, Uri.....	Calhoun
Koch, Adolph George.....	Highland
Kolb, Peter Joseph.....	Mt. Carmel
Lakin, Edwin Franklin.....	Rochester

NAME.	RESIDENCE.
Lance, Charlie.....	Pulley's Mill
Layman, Mattie Belle.....	Benton
Leach, Belle.....	Paducah, Ky.
Lee, Homer Dalton.....	Carbondale
Leek, Ida Louise.....	Metropolis
Loehr, Ernst William.....	Waterloo
Longbons, Edward.....	Albion
Lowry, Ora.....	Metropolis
Mangum, William Robert.....	Boaz
McAuley, Sarah.....	Oakdale
McCall, Ada.....	Vienna
McConnell, Anna Eliza.....	Oakdale
McCormack, William Thomas.....	Carbondale
McGuire, Emery Madison.....	Carbondale
McKee, Robert Bailey.....	Thompsonville
McLaughlin, Harry R.....	Murphysboro
Miller, Andrew Jackson.....	Beaver Creek
Miller, Cora Anna.....	Toledo
Millman, John.....	Red Bud
Miller, Lawrence Melville.....	Three Mile Prairie
Mohlenbrock, Eric.....	Campbell Hill
Moore, Olive Leone.....	New Columbia
Morey, Orrin Marrion.....	Mulberry Grove
Murray, William James.....	Centralia
Newsom, Lola Pearl.....	Bellmont
North, Julia.....	Carbondale
Parish, William Henry.....	Harrisburg
Parkinson, Charles Andrew.....	Raccoon
Parrish, Mark Newton.....	Vergennes
Parrott, Harley Greenwood.....	Thebes
Patrick, William.....	Makanda
Patterson, Elizabeth Jane.....	Carbondale
Patterson, John E.....	Carbondale
Perry, Mary Helen.....	Carbondale
Phillips, Lucy Haven.....	Carbondale
Phillips, Myrtle Kingsley.....	Carbondale
Power, Charles Ora.....	Nashville
Price, David August.....	Carbondale
Pruett, Hattie.....	Elizabethtown
Pugh, Charles Harvey.....	Lincoln
Ragsdale, Sarah Hood.....	Paducah, Ky
Ramsey, Estelle.....	Oskaloosa

NAME.	RESIDENCE.
Ransmeier, Ida Eleonore.....	Murphysboro
Reed, Francis Marion, Jr.....	Jonesboro
Reed, John Alexander.....	Jonesboro
Reef, Edmund Walter.....	Carbondale
Reid, Charles Clifton.....	Marion
Roane, John Quince.....	Opdyke
Robinson, James Wilson.....	Laur
Robinson, Mattie Jane.....	Laur
Robinson, Samuel Thomas.....	Hartford
Ruby, Jennie Grace.....	Sandoval
Rush, Ella Lee.....	Kinmundy
Rush, Lizzie.....	Metropolis
Russell, Mary Lena.....	Chester
Russell, Viola Ann.....	Weedsport, N. Y.
Sawyer, Oliver W.....	Bellmont
Schick, Ellis Owen.....	Sumner
Schwartz, Henry William.....	Smithton
Searing, Mabel M.....	Carbondale
Shaw, Lou Trell.....	Sumner
Sitter, Andrew.....	Cobden
Slack, Olive.....	Vienna
Smart, Mary Lee.....	Simpson
Smith, Ethel Hope.....	Mound City
Smith, Joel Edward.....	Dryden
Smith, Henry William.....	Arcola
Smith, John Marion.....	Dryden
Smith, Judd Allen.....	Spring Garden
Snider, Fred M.....	Carbondale
Sowell, Myrtle Irvine.....	Carbondale
Spiller, Adelbert LeRoy.....	Carbondale
Spiller, Bertha Florence.....	Carbondale
Sprague, Athela.....	Blairsville
Stelle, James Merwin.....	Dahlgren
Stilley, Charles Washington.....	Frankfort
Stonecipher, Oscar Arnold.....	Foxville
Storm, Martha Jean.....	Carbondale
Stumpf, Arthur.....	New Hanover
Taylor, Charles Almon.....	Harrisburg
Taylor, Harry.....	Harrisburg
Taylor, Nora Belle.....	Tunnel Hill
Taylor, Osear Theodore.....	Carbondale
Teeter, Jennie Banks.....	Carbondale

NAME.	RESIDENCE.
Thompson, Bessie Milner.....	Carbondale
Toler, William Lafayette.....	Regent
Torrens, Thompson.....	Oakdale
Twente, Amos Alexander.....	Olive Branch
Volentine, Bertha.....	New Douglas
Walker, Francis Marion.....	Elvira
Walker, Isaac Cecil.....	Regent
Walker, John Fletcher.....	Laur
Walker, LeRoy.....	Carlyle
Walker, Mattie Jane.....	Laur
Waller, Elbert.....	Murphysboro
Watson, Lena Sarah.....	Makanda
Webkemeyer, Charles William.....	Campbell Hill
Weller, Nellie.....	Carbondale
Wham, Anna Gertrude.....	Foxville
Wham, George Dorritte.....	Foxville
White, Maud.....	Carbondale
White, Richard Christopher.....	Savannah, Tenn.
Willard, Mary Frances.....	Jonesboro
Williams, Anna Media.....	Muddy Valley
Williams, Arthur Eugene.....	Mt. Vernon
Williams, Charlie Green.....	Glendale
Williams, Council Everett.....	Friendsville
Williams, Gilbert Ridgway.....	Olney
Williams, Odo Clyde.....	Friendsville
Williams, Rosa.....	Carbondale
Williams, Walter Winslow.....	Herrin's Prairie
Willis, George.....	Tamaroa
Willoughby, Harvey Pomeroy.....	Collinsville
Wilson, William Michael.....	Home
Wroton, Emma Leora.....	Absher
Youngblood, Laura Allen.....	Carbondale
Total.....	244

HIGH SCHOOL DEPARTMENT.

HIGH SCHOOL.

NAME.	RESIDENCE.
Bailey, Katie.....	Makanda
Bailey, Mary Elizabeth.....	Makanda

NAME.	RESIDENCE.
Baker, Carle.....	Cottage Home
Baker, Miles David.....	Cottage Home
Baker, Rhoda May.....	Cottage Home
Barr, Bertha Alice.....	Carbondale
Bridges, Abbie Lucretia.....	Carbondale
Bridges, Ella Lucretia.....	Carbondale
Bridges, Rolland Eugene.....	Carbondale
Brush, George Mortimer.....	Carbondale
Bryden, Eva Hamilton.....	Carbondale
Campbell, Alice.....	Carbondale
Clements, Louis Cyrus.....	Carbondale
Clements, Robert Standiford.....	Carbondale
Cochran, John Horace.....	Carbondale
Errett, Maggie Louise.....	Carbondale
Felts, Benjamin Lorn.....	Lake Creek
Goodnow, Fred C.....	Salem
Hampton, Arla Hosea.....	Carbondale
Harker, George Mifflin.....	Carbondale
Harker, Oliver Albert.....	Carbondale
Hayes, May Keeney.....	Carbondale
Johnson, Bessie Agnes.....	Carbondale
Keesee, Leota Ethel.....	Carbondale
Keown, Frank Alonzo.....	Carbondale
Kirkham, Annie Louise.....	Carbondale
Lawrence, Carroll Gray.....	Carbondale
Lence, Effie.....	Jonesboro
Lence, Ella Birdie.....	Jonesboro
Lewis, Emma Lena Maria.....	Carbondale
Lippincott, Isaac.....	St. Louis, Mo.
McAnally, Jesse Frank.....	Carbondale
McCauley, James Maurice.....	Pitman, Ark.
McDavid, Joseph.....	Carbondale
McGuire, Sylvia Louisa.....	Carbondale
Mohlenbroek, Hadie.....	Campbell Hill
Munger, Grace Experience.....	Carbondale
Munger, Robert Parks.....	Carbondale
Murphy, William Gordon.....	Carbondale
North, Hugh McAllister.....	Carbondale
Ogle, John Howard.....	Belleville
Parkinson, Daniel Mason.....	Carbondale
Patterson, Mamie Estella.....	Makanda
Peters, Helen Newkirk.....	Carbondale

NAME.	RESIDENCE.
Pierce, William.....	St. Louis, Mo.
Rapp, George Leslie.....	Carbondale
Ray, Edith Clifford.....	Eureka
Roberts, George Lafayette	Corinth
Roe, Nellie Belle.....	Carbondale
Schwartz, Charles Ernest.....	Elkville
Scurlock, Charles.....	Carbondale
Smith, Edgar Allen.....	Carbondale
Steele, Frank Bell.....	Carbondale
Thompson, Ralph Thomas.....	Carbondale
Thompson, Ward Eginton.....	Carbondale
Wallis, Marshall	Carbondale
Webber, Clyde.....	Gallatia
Webber, John Henry.....	Gallatia
Whitaker, Anna.....	Kinmundy
Wiley, Henry K.	Makanda
Williams, Charles James	Carbondale
Willson, Hiram Everett.....	Carbondale
Wiswall, Henry Clinton.....	Alexander
Total.....	63

PREPARATORY DEPARTMENT.

GRAMMAR SCHOOL.

NAME.	RESIDENCE.
Alexander, Melissa Olive.....	Ashley
Allard, Samuel Green.....	Glendale
Allen, Charles Snyder	Carbondale
Angelly, Emma Dea.....	New Liberty
Anglen, Gussie	Ashley
Applegath, Frederick Irving	Carbondale
Armstrong, John Major.....	Carbondale
Arrasmith, Edgar Elmer.....	Odin
Augusta, Louis Sixteenth.....	Carbondale
Baird, Emma Alice.....	Bellmont
Baird, Julia Emma.....	Friendship, Tenn.
Baker, James Edward.....	Harrisburg
Baker, Stella	Cottage Home
Barker, Larkin Eldridge	Ozark

NAME.	RESIDENCE.
Barter, Beatrice Elizabeth	Harrisburg
Barter, Duncan M.	Attila
Bartleson, Harry Monroe	New Grand Chain
Bates, Minerva Waunetia.	Murphysboro
Batson, Mary Josephine.	Carbondale
Beggs, Minnie May	Dongola
Beman, Newton Davis.	Carbondale
Bennett, Jacob Homer.	Carbondale
Bennett, Levenia True.	Carbondale
Blackman, Cora.	Richview
Bliss, Walter.	Opdyke
Bostick, Evaline.	Murphysboro
Boswell, Maggie Jane.	Lane
Boulden, Hattie Anna.	Carbondale
Bourchier, Anna.	Carbondale
Bowyer, Hattie Hayes.	Carbondale
Boyd, James Oliver.	Oakdale
Boyd, Sarah Rebecca.	Oakdale
Brewer, Solomon.	Carbondale
Brewster, Libbie Marie.	Carbondale
Brooks, Gertrude Irene.	Carbondale
Brooks, Walter Edward.	Carbondale
Brush, George Leon.	Carbondale
Brush, Silas Gratton.	Carbondale
Burhorn, Christ.	Breese
Burns, Eva May.	Renault
Calhoon, George Benton.	Regent
Carson, Daisy Belle.	Ashley
Carson, Ethel Maude.	Vienna
Cavanah, Alonzo.	Ivy
Childers, John Tollifarro.	Carbondale
Clark, Charles.	Carbondale
Clayton, Callie.	Villa Ridge
Clayton, Willard.	Bellmont
Conner, Charles Gatewood.	Murphysboro
Copp, William.	Waterloo
Corgan, Minnie.	Makanda
Coulter, William Stewart.	Oakdale
Courtney, Ervine G.	Beaucoup
Cox, Richard.	Finney
Crawshaw, Solomon.	Carbondale
Crowell, Roy Lee.	Murphysboro

NAME.	RESIDENCE.
Damron, Willis Worley	Progress
Davidson, Lulu Alexandria	Sandoval
Davidson, Nellie	Sandoval
Dawson, Dora A.	Carbondale
Dillinger, Charles Edward	Carbondale
Dillow, Minnie Belle	Progress
Dorris, George Hugh	Harrisburg
Easterly, Sarah	Carbondale
Eaton, George	Makanda
Ellis, Addie Belle	Anna
Etherton, Addie	Etherton
Felts, Cora May	Lake Creek
Finch, Graee	Carbondale
Flemings, Ella May	El Dorado
Floyd, Sarah Lueretia	Carbondale
Fly, William Calvin	Wolf Creek
Forbush, Elizabeth	Carbondale
French, Bascom	Bellmont
French, Thomas Woolley	Alma
Gannon, Michael	Burksville
Gattinger, Luella	Godfrey
Ghent, Joseph Walker	Carterville
Gordon, Nannie	Oakdale
Gordon, Robert Henry	America
Gragg, Jennie	Centralia
Grear, Maria Emma	Muddy Valley
Groner, Tell Custer	Dongola
Gullett, Noah	Elizabethtown
Hall, Libbie	Carbondale
Hall, Ludie	Metropolis
Hall, Randall Poindexter	Gallatia
Hamilton, Jessie Bertha	Carbondale
Hamon, Gilbert Sherman	Plumfield
Hanners, Helen Hermoine	Carbondale
Haney, Jackson	Murphysboro
Haney, Lanfear	Carbondale
Hausman, Emma Louisa	Metropolis
Harris, Ruth Elizabeth	New Denison
Hawkins, Burrell	Dix
Hawkins, Ella	Dix
Hawkins, Lena	Dix
Hayes, J. Freemont	Bloomington

NAME.	RESIDENCE.
Hester, William.....	Carbondale
Hinchcliff, Samuel Vincent.....	Carbondale
Hindman, Flora Pearl.....	Carbondale
Hindman, Lucy.....	Carbondale
Hodge, Millie.....	Carbondale
Hofsommer, August.....	Breese
Hogan, Early Aden.....	Thompsonville
Hogan, James Wallace.....	Thompsonville
Holly, Jeremiah Charles.....	Carbondale
Holtgrewe, Emma.....	St. Louis, Mo.
Hopper, Jennie.....	Carbondale
Huggins, Abijah.....	Duquoin
Hurt, Lucy Ann.....	Villa Ridge
Hussong, John Dew.....	Alhambra
Ingram, Mary.....	Olmsted
Inman, Frank Lloyd.....	Pomona
Inman, Otis Murphy.....	Pomona
Jack, Jessie.....	Kinmundy
Janes, William Franklin.....	Carbondale
Jenkins, Anna Louise.....	Carbondale
Johnson, James Richard.....	Corinth
Johnson, Lillie May.....	Mound City
Johnson, Logan.....	Macedonia
Johnson, Nellie.....	Hodge's Park
Jones, Christopher Columbus.....	Murphysboro
Jones, Sylvester Sheridan.....	Carbondale
Keady, Lulu Ellen.....	Oakdale
Kell, Thomas Scott.....	Coal Gate, Ind. Ter.
Keller, Artie Herman.....	Moscow
Krysher, Frank Chester.....	Carbondale
Kunkel, Joseph.....	Renault
Larkin, Maggie.....	Renault
Layman, Aaron Frank.....	Akin
Leary, John Erbin.....	Carbondale
Lee, Ardell Agnew.....	Carbondale
Lee, Arthur Brooks.....	Carbondale
Lee, Dora Emogene.....	Carbondale
Leigh, William Albert.....	Lake Creek
Lemen, James Harvey.....	Burksville
Levan, Singleton Husband.....	Murphysboro
Lienert, Clara.....	Carbondale
Lipe, Harriet.....	Carbondale

NAME.	RESIDENCE.
Lipe, John	Carbondale
Lockett, David Wayne.....	Locust Grove
Loftus, Mary L.....	Glendale
Loudon, John.....	Carbondale
Loudon, Thomas.....	Carbondale
Lovellette, August T.....	Keensburg
Luney, John Elzie.....	Oakdale
Lyerla, Mary Lucretia.....	Murphysboro
Lyerla, Rachel.....	Murphysboro
McClanahan, Joel.....	Grantsburg
McConaghie, Thomas.....	Oakdale
McCoy, Mahala Ellen.....	Steeleville
McCreary, Joseph Bellfield.....	Metropolis
McFarlan, William Howard.....	Harrisburg
McGee, Samuel Thomas.....	Carbondale
McGowan, Maggie.....	Cobden
McIntosh, Fred John.....	Carbondale
McKee, John Forsythe.....	Thompsonville
McLane, Cora.....	Dongola
McLaughlin, Robert James.....	Raccoon
Malone, Aaron Eugene.....	Paducah, Ky.
Marshall, Robert.....	Carbondale
Martin, Narcissie Sanders	Locust Grove
Marvin, Bert Riggs.....	Carbondale
Mertz, George West.....	Carbondale
Miller, Charles Leonard.....	Murphysboro
Miller, John.....	Nashville
Miller, Lawrence Melville.....	Three Mile Prairie
Miller, Margaret Cannon.....	Three Mile Prairie
Moore, Gibson Hughes.....	New Grand Chain
Morton, May Rebecca.....	Carbondale
Muse, George Hayes.....	Carbondale
Neber, Nora Lee.....	Makanda
Neil, Lizzie.....	Vienna
Nolkemper, William.....	Breese
Nordling, Amelia Drucella	Anna
Norris, Myrta Estella.....	Laur
North, George Harvey.....	Carbondale
Ogden, Carrie Zidona.....	Carbondale
Parker, James Clay.....	Akin
Parrish, Grant Norman	Vergennes
Patrick, William.....	Makanda

NAME.	RESIDENCE.
Peace, William Guthrie.....	Foxville
Pearson, William Lewis.....	Walnut Hill
Peavler, Mazie.....	Spring Garden
Perry, Grace.....	Carbondale
Perry, Rose.....	Carbondale
Perry, Thomas Allyn.....	Carbondale
Phelps, Lillian Abby.....	Carbondale
Pomeroy, Martha.....	Carbondale
Porter, Levi Albinus.....	Murphysboro
Prickett, Jessie Belle.....	Carbondale
Pulley, Walter P.....	Stone Fort
Purdue, Arthur Arna.....	Foxville
Queen, George Sherman.....	Duquoin
Randall, Mary Ann.....	Hodge's Park
Rapp, George William.....	Hecker
Reef, Augustus Joseph.....	Carbondale
Reese, Ann.....	Cobden
Reese, Louisa.....	Cobden
Reeve, Ethel.....	Pomona
Rettinghouse, Charles Allie.....	Smithton
Risby, James Edward.....	Carlyle
Robb, Sarah.....	Swanwick
Robinson, Nellie Gill.....	Murphysboro
Rogers, William Claude.....	Campbell Hill
Rolens, Thomas William.....	Oraville
Rose, Marion Amos.....	Carbondale
Rude, Estella.....	Muddy Valley
Rude, Nesbit.....	Carbondale
Sawyer, Thomas.....	Bellmont
Secrest, Mary Octavia.....	Carbondale
Sexton, William Francis.....	Joppa
Silliman, Rhoda.....	Stokes
Simpson, Benjamin.....	Carbondale
Sitter, Harrison.....	Anna
Slack, Mamie.....	Carbondale
Sleeter, Charles Herman.....	Ashley
Smith, Joel Edward.....	Dr., den
Snider, Bettie.....	Carbondale
Stacker, Thomas Watson.....	Carbondale
Stewart, John Roberts.....	Corinth
Stone, Sarah Bertie.....	Malden
Storm, Beulah Witt.....	Carbondale

NAME.	RESIDENCE.
Stumm, Edward Jerome.....	Fredonia
Suter, Frealy.....	Villa Ridge
Swofford, Grace Eugenia.....	Carbondale
Taylor, Otho Breese.....	Carbondale
Teeter, Horace Frank.....	Carbondale
Thompson, Lena Marie.....	Carbondale
Thompson, William Joseph.....	Burksville
Tindall, Nannie.....	Chester
Towles, Alice.....	El Dorado
Tyner, Effie May.....	Carbondale
Valentine, Ira.....	Carbondale
Vancil, Lizzie Belle.....	Cobden
Walker, Alice.....	Murphysboro
Walker, Benjamin Allan.....	Carbondale
Walker, Mary Belle.....	Laur
Waller, Gilbert.....	Murphysboro
Warren, James Thomas.....	Walnut Hill
Watson, Oscar Joseph.....	Makanda
Weaver, Robert Lincoln.....	Harrisburg
Weberling, John William Henry.....	Campbell Hill
West, Isabella....	Murphysboro
Whittaker, George Riley.....	Metropolis
Wiggins, Anna Grace.....	O'Fallon
Wilkinson, Robert Branch.....	Carbondale
Williams, Fred.....	Carbondale
Wilson, William Gillham.....	Alma
Winchester, Maude.....	Carbondale
Wiseman, Isaac.....	Murphysboro
Wolfe, Leslie Edwin.....	Allison
Woods, Adda Pearle.....	Carbondale
Woods, Ida Belle.....	Carbondale
Woods, James Lee.....	Metropolis
Woods, Mary Jane.....	Murphysboro
Woods, Rhoda Leota.....	Carbondale
Woods, Roy Ault.....	Carbondale
Woodworth, Libbie Ella.....	Dongola
Worthen, Carrie.....	Murphysboro
Worthen Charles Edward.....	Murphysboro
Wykes, Frank Edgar.....	Carbondale
Yow, Mary Alice.....	Carbondale
Total.....	264

THIRD GRADE TO SIXTH GRADE, INCLUSIVE.

NAME.	RESIDENCE.
Allen, Frank Benjamin.....	Carbondale
Allen, Mary.....	Carbondale
Baird, Jessie Mabel.....	Carbondale
Baker, Ada.....	Carbondale
Barbour, George Clayton.....	Carbondale
Beasley, Izella.....	De Soto
Beman, Ellen.....	Carbondale
Bennett, Priscilla.....	Carbondale
Bennett, William Thomas.....	Carbondale
Bowyer, Emma Louise.....	Carbondale
Brandon, John Patrick.....	Wolf Creek
Bridges, Albert Franklin.....	Carbondale
Bridges, Ruth Brush.....	Carbondale
Brush, Elizabeth Parnham.....	Carbondale
Campbell, John Alpheus.....	Carbondale
Campbell, Lansing.....	Carbondale
Cochran, George DePew.....	Carbondale
Cochran, Leander Breese.....	Carbondale
Davis, Herbert Amos.....	Murphysboro
Davis, Jennie Winne.....	Carbondale
Drews, Rosa Etta.....	Carbondale
Dowell, Linnie.....	Carbondale
Elliott, Harriet.....	Carbondale
Elliott, James Blaine.....	Carbondale
Evans, Leah Suffronia.....	Carbondale
Hall, Edith S.....	Carbondale
Hall, Charles Eugene.....	Carbondale
Harker, Winifred.....	Carbondale
Hammer, John Joseph.....	Carbondale
Hayes, Olive.....	Carbondale
Hiller, Francis Marion.....	Cottage Home
Hiller, John Patrick.....	Cottage Home
Hobbs, Thomas McElroy.....	Carbondale
Hodge, Mary Gertrude.....	Carbondale
Hollady, Clint.....	Carbondale
Hubbard, Charles William.....	Carbondale
Kirkham, Robert McCutcheon.....	Carbondale
Lee, Chester Arthur.....	Carbondale
Lightfoot, George Pendleton.....	Carbondale

NAME.	RESIDENCE.
Neely, Thomas Thompson.....	Bay City
Neber, Alice Burton.....	Makanda
North, Annie Richter.....	Carbondale
Phelps, Fred Lorenzo.....	Carbondale
Prickett, Grace Rose Olive.....	Carbondale
Putnam, May Florence.....	Carbondale
Renfro, Charles Duncan Miller.....	Carbondale
Rendleman, William Harris.....	Cottage Home
Rochelcau, George Alexander.....	Carbondale
Smith, Clyde Leon.....	Carbondale
Smith, Dean Sidney.....	Carbondale
Stotlar, John Yost.....	Carbondale
Swofford, John Calvin.....	Benton
Tacy, Stella Elenora.....	Carbondale
Taylor, Charles Harold.....	Carbondale
Taylor, Clifton Ledbetter.....	Carbondale
Tecter, Kate M.....	Carbondale
Teeter, Lillian Belle.....	Carbondale
Thompson, Theodore Albert.....	Carbondale
Thompson, Raymond Milner.....	Carbondale
Throgmorton, Edgar Lee.....	Carbondale
Troy, William James.....	Carbondale
Vickers, Julia Virginia.....	Bay City
Vickers, Tyre Melton.....	Bay City
Way, Jesse Kathrina.....	Carbondale
Willson, Morris.....	Carbondale
Wilson, Helen Harriet.....	Carbondale
Woods, George Albert.....	Carbondale
Wykes, Fred.....	Carbondale
Total.....	68

FIRST AND SECOND GRADES.

NAMES.	RESIDENCE
Beman, Harry Nathan.....	Carbondale
Boulden, Lee Edward.....	Carbondale
Boulden, Lewis Nathan.....	Carbondale
Bowyer, Mabel Melissa.....	Carbondale
Brush, Alice.....	Carbondale
Brush, Mary Logan.....	Carbondale

NAME.	RESIDENCE.
Craig, William Riley.....	Carbondale
Crawshaw, Maude Lee.....	Carbondale
Crowell, Grace Zerelda.....	Carbondale
Davis, George Edward.....	Carbondale
Dixon, Fred Leel.....	Carbondale
Entsminger, Edith V.....	Carbondale
Eaton, Milo Sheridan.....	Carbondale
Evans, John W.....	Murphysboro
Elliott, Alma Dora.....	Carbondale
Hammer, Maax.....	Carbondale
Jay, Francis Hayes.....	Carbondale
Holder, Dallas.....	Carbondale
Jenkins, Alice.....	Carbondale
McFarlan, James Abram.....	Carbondale
Mertz, Lynn.....	Carbondale
Neely, Kate.....	Bay City
Phelps, Frank Sherman.....	Carbondale
Prickett, Harriet May.....	Carbondale
Renfro, Daisy Dean.....	Carbondale
Snider, Joseph Ephraim.....	Carbondale
Storm, Grace Emily.....	Carbondale
Teeter, Robert Waldron.....	Carbondale
Tindal, Elsie May.....	Carbondale
Total.....	25

GENERAL SUMMARY.

SUMMARY BY INDIVIDUAL STUDENTS.

Special students.....	6
Seniors.....	17
Normal School.....	244
High School.....	63
*Preparatory Normal, and Seventh and Eighth Grades.	264
Third Grade to Sixth Grade.....	68
First and Second Grades.....	29
Total.....	691

* Of these 104 have had free tuition and are Preparatory Normal.

SUMMARY BY TERMS.

Enrolled in Fall term.....	453
Enrolled in Winter term.....	454
Enrolled in Spring term.....	458
Total.....	1365
Average by terms.....	455

ALUMNI.

The number of years named indicates the time engaged in teaching or superintending since graduation. Data not definitely determined are placed in brackets.

1876.

NAME.	TIME.	OCCUPATION.	ADDRESS.
1. Brown, John N.....	(6 years.)		
2. Caldwell, Beverly C...	17 years.	Principal of High School..	Moline
3. Hawthorn, John C.*.....			
4. Ross, George C.....	5 years.	Dep't of Int'r...	Washington, D.C.
5. Wright, Mary.....	2½ years.		Cobden

1877.

6. Barnes, Belle D. A. §	}	..... Bloomington	
Mrs. Dr. Green...			
7. Burton, Arista	13 years.		Shawneetown
8. England, James H....	6 years.	Farming.....	Carbondale
9. Warder, William H...	3 years.	Lawyer.....	Marion

1878.

10. Caldwell, Delia.....	7 years.		Carbondale
11. Courtney, Alva C. ...	15 years.		Denver, Colo.
12. Evans, Charles E.*.....			
13. Hanna, James A.	6 years.	Merchant...	Sulphur Springs, Ala.
14. Hillman, Orcelia B. .	} 5 years.	..... Salina, Kan.	
Mrs. Merrill.....			
15. Jackson, Sarah E. §..	} .....	..... Duquoin	
Mrs. Kimmel			
16. Kennedy, George R....	1 year.	Merchant.....	Murphysboro
17. McAnally, John T....	3 years.	Physician.....	Carbondale
18. McAnally, Mary.....	} 10 years.	..... Mt. Vernon	
Mrs. Moss			
19. Pierce, Reuben E.....	1 year.	Minister.....	Mt. Carmel
20. Plant, Richmond § ..			
21. Robinson, Edward H.....		Physician.....	Chicago
22. Thompson, David G...	6 years.	Lawyer	Golconda

*Deceased.

§Paid tuition.

1879.

NAME.	TIME.	OCCUPATION.	ADDRESS.
23. Burnett, Andrew C.‡.....		Bank Cashier.....	Lamar, Mo.
24. Farmer, George H....	14 years.	.....	Vanndale, Ark.
25. McCreery, Ida M.*....	3 years.	.....	.....
26. Phillips, Lyman T.‡....	2 years.	(Paid tuition 1 year)....	Nashville

1880.

27. Bruck, Lauren L.....	7 years.	Bookkeeper.....	Chicago
28. Gray, Joseph.....	9 years.	Superintendent of Schools..	Anna
29. Heitman, Louis.....	4 years.	Pharmacist.....	Chester
30. Hull, Charles E.....	.....	Merchant.....	Salem
31. Kimmel, Henry A....	6 years.	Farmer	Calhoun
32. Mann, Wallace E.....	4 years.	.....	Decatur
33. Ogle, Albert B.‡.....	.....	.....	Old Harmony
34. Rentchler, Frank P.....	.....	.....	Belleville
35. Sheppard, Lizzie M. } Mrs. Miller. }	8½ yr's	.....	Denver, Colo.
36. Warder, Gertrude A. } Mrs. Michelet }	8 years.	.....	Wilmette

1881.

37. Burton, Charles H.....	.....	Lawyer	Edwardsville
38. Hughes, William F...	9 years.	Merchant	Murphysboro
39. Karraker, Henry W...	12 years.	.....	Dongola
40. Lorenz, John W.....	4 years.	Druggist.....	Evansville, Ind.
41. Marshall, Oscar S.....	.....	Farmer.....	Salem
42. Marshall, Thomas S...	.....	Bank Cashier.....	Salem
43. Sowers, Mary.....	7 years.	.....	Jonesboro
44. Ward, Edward I.	9 years.	.....	Packneyville

1882.

45. Atkins, Wezette..... } Mrs. Parkinson. .. }	.....	.....	Ottawa, Kan.
46. Deardorff, Lizzie M. } Mrs. DeMoss..... }	6 years.	.....	Ashland, Kan.
47. Ennison, Walter J...	.....	Lawyer.....	Chicago
48. Goodall, Adella B... } Mrs. Mitchell.... }	3 years.	.....	Carbondale
49. Krysher, Alice..... } Mrs. Livingstone. }	4 years.	.....	Carbondale

*Deceased.

‡Paid Tuition.

1882.—*Continued.*

NAME.	TIME.	OCCUPATION.	ADDRESS.
50. Mead, Albert E.....	1 year..	Lawyer.....	Blaine, Wash.
51. Parkinson, Arthur E. ½ .....	.....	Lawyer	Kansas City, Mo.
52. Stewart, Henry A....	.....	Physician.....	Chicago
53. Wood, John W.....	11 years.	Principal.....	Floresville, Tex

1883.

54. Alexander, Franklin M.	2 years.	Minister.....	Murphysboro
55. Bain, William B. ½ .....	.....	Merchant.....	Vienna
56. Bryden, Margaret....	9 years.	.....	Carbondale
57. Buckley, Alice M.... } Mrs. Alexander... }	2 years.	.....	Murphysboro
58. Fager, Daniel B.....	10 years.	Superintendent	Collinsville
59. Houts, Lilly M.	4 years.	.....	LaPorte, Ind
60. Kimmel, Belle.....	4 years.	.....	Elkville
61. Marten, John.....	.....	Ass't State Ent'm'lst, Champaign	
62. Nave, Della A.....	4 years.	Merchant.....	Carbondale
63. Sprecher, Edgar L...	5 years.	Merchant, Gautemala, Cent. Am.	

1884.

64. Aikman, Fannie A.* } Mrs. Kimmel. .... }	.....	.....	.....
65. Beesley, Alicia E....	2 years.	.....	Linn.
66. Buchanan, Clara J.. } Mrs. Merrymon .. }	2 years.	.....	Carbondale
67. Buchanan, George V..	9 years.	Prof. Math. S.I.N.U.	Carbondale
68. Buchanan, Mary.....	7 years.	.....	Carbondale
69. Burket, Anna L.....	2 years.	.....	Memphis, Tenn.
70. Cawthon, Christopher C.	5 years.	.....	Cawthon
71. Duff, May B *......	1 year..	.....	.....
72. Gill, Joseph B. ½ .....	.....	Lieut.-Gov., Ill...	Murphysboro
73. Hendee, Lu Bird.....	5½ years.	...	Fairmont, Neb.
74. Hileman, Philetus E..	.....	Lawyer.....	Jonesboro
75. Jenkins, John H.....	8 years.	.....	.....
76. Lightfoot, Richard T.	2 years.	Lawyer.	Murphysboro
77. Ridenhower, Carrie L } Mrs. Mount.*..... }	4 years.	.....	.....
78. Thomas, Maud*.....	4 years.	.....	.....
79. Treat, Charles W.....	7 years.	Prof. Sci. Napa Collg., Napa, Cal.	

*Deceased.

½ Paid Tuition.

1885.

NAME.	TIME.	OCCUPATION.	ADDRESS.
80. Bryden, Helen‡.....	8 years.	.....	Carbondale
81. Buckley, Ida M.....	} 1 year..	.....	Freeport
Mrs. Warner.....			
82. Dunaway, Ada L‡....	.....	.....	Carbondale
83. Fringer, William R‡..	.....	Physician.....	Rockford
84. Hull, Gertrude‡.....	.....	Stud't Univ. Mich.	Ann Arbor, Mich
85. Lacey, Rurie O.....	1 year..	Physician.....	Lake City, Col.
86. Lancaster, Tilman A.	(3 years)	Lawyer.....	Lexington, Tenn.
87. Miller, John E.....	7 years.	.....	Collinsville
88. Roberts, Mary A.....	7 years.	Teacher in S.I.N.U..	Carbondale
89. Thomas, Kate.....	} 3 years.	.....	Vienna
Mrs. Chapman.....			

1886.

90. Allen, Sarah.....	} 1 year.	.....	Sparta
Mrs. Crenshaw...			
91. Barber, Florence M.	} ..	.....	.....
Mrs. Boyd.....			
92. Brown, Adella A...	} years.	Missionary.....	Cairo, Egypt
Mrs. Ashehurst...			
93. Fryar, Minnie J.....	6 years.	Librarian S. I. N. U..	Carbondale
94. Fulton, Alexander H.	6 years.	.....	Tempe, Ariz.
95. Hord, Kittie E.....	6 years.	.....	Carbondale
96. Hundley, Luella.....	6 years.	.....	Harvard
97. Kennedy, Maggie ...	3 years.	.....	Mexico City, Mexico
98. Loomis, Carrie I.....	} 1 year.	.....	Thompsonville
Mrs. McCreary. ..			
99. McAnally, Fannie D.	} 1 year.	..	Collinsville
Mrs. Fager.....			
100. Nichols, Louella ‡...	6 years.	.....	Carlyle
101. Storment, Edgar L..	6 years.	Prin. Nor. School,	Tempe, Ariz.
102. Williams, Cora.....	} 2 years.	.....	Pomona, Cal.
Mrs. Wiley.....			

1887.

103. Allen, Robert M.‡. .	.....	Railway Pass. Agent,	Springfield
104. Blair, Carrie.....	6 years.	Asst. Prin. High Sch'l,	Charleston
105. Bryden, J. Rockwell ‡	.....	Mining Engineer....	Carbondale
106. Campbell, Harmon M.‡	.....	Merchant.....	Carbondale
107. Cleland, Clara B....	} 1 year.	. . . . .	Wheeling
Mrs. Strong.....			

*Deceased.

‡Paid Tuition.

1887.—*Continued.*

NAME.	TIME.	OCCUPATION.	ADDRESS.
108. Cleland, May.....	4 years.	.....	Evanston
109. Cowan, David J.....	6 years.	.....	Rumsey, Cal.
110. Glick, Albin Z.....	2 years.	Merchant.....	Carbondale
111. Goodall, Sam'l H....	2 years.	{ Mem. 38th Gen'l Assembly { Lawyer.	Marion
112. Harmon, Mark D....	3 years.	Farmer.....	Grayville
113. Hawkins, Cicero R..	.....	Lawyer.....	Pinckneyville
114. Hewett, Emma L... } Mrs. Baltzer..... }	3 years.	.....	Hickman, Ky.
115. Hill, Mary A..... } Mrs. Storment.... }	4 years.	.....	Tempe, Ariz.
116. Hundley, Nannie....	6 years.	.....	Shawneetown
117. Johnston, Lewis E..	1 year.	Lawyer.....	Kansas City, Kan.
118. Kirkpatrick, Jas. H.	4 years.	.....	Custer, Wash.
119. Lawrence, Bertha...	5 years.	.....	Forrest
120. McMackin, Edw'd G.	2 years.	Dentist.....	Louisville, Ky.
121. Phillips, Louise E...	2 years.	.....	.....
122. Ripley, Charles H...	.....	Lawyer.....	Chicago
123. Scott, Luther T.....	1 year.	Farmer.....	Carbondale
124. Searing, Harry.....	.....	Lumberman.....	Carbondale
125. Sebastian, Julia A...	6 years.	Principal High School...	Chester
126. Smith, Seva A..... } Mrs. Hoag..... }	.....	.....	Denver, Col.
127. Snyder, Lydia E....	5 years.	.....	North Evanston
128. Tait, Minnie A..... } Mrs. Ripley..... }	.....	.....	Chicago
129. Turner, George T...	2 years.	Lawyer.....	Vandalia
130. Wham, Steuben D...	6 years.	.....	Foxville

1888.

131. Baumberger, Louise.	5 years.	Prin. High School...	Charleston
132. Briback, Catherine J.	5 years.	.....	Cairo
133. Hall, William H.....	5 years.	Prof. Arith'c S.I.N.U.	Carbondale
134. Hickman, Ada.....	3 years.	.....	Carbondale
135. Johnson, Callie.....	1 year.	.....	Carbondale
136. Leary, Mary E.....	5 years.	.....	Harrisburg
137. Lindsay, David W...	5 years.	Sup't of Schools	Greenville
138. Morgan, Charles M...	1 year.	.....	Woodlawn, Oregon
139. Reef, William A §...	1 year.	Stenographer.....	Leadville, Colo.

*Deceased.

§Paid tuition.

1888.—*Continued.*

NAME.	TIME.	OCCUPATION.	ADDRESS.
140. Richards, Kate E... } Mrs. Stuart,..... }	2 years.	.....	Delphos, Kan.
141. Street, Jasper N....	5 years.	Principal of School.....	Raymond
142. Trobaugh, Frank E..	1 year.	Physician	Murphysboro
143. Wham, Maggie.....	5 years.	.....	Monticello

1889.

144. Allyn, Lois A.....	4 years.	.....	Winchendon, Mass.
145. Bridges, Mary E... } Mrs. Malone .....	}	.....Sikeston, Mo.	
146. Colyer, Frank H....		3 years.	Stu. in Univ. of Chicago, Chicago
147. Kimzey, Walter R...	3 years.	Prin. of Schools	Marion
148. McMeen, John D....	2 years.	.....	Mt. Vernon
149. Parkinson, John M..	3 years.	Supt. City Schools	Carlyle
150. Parks, Lizzie.....	3 years.	.....	Duquoin
151. Wallis, William.....	1 year.	Student in Ohio Wesleyan University.....	Delaware, Ohio

1890.

152. Bain, John Charles	}	Stu. in Union Col. of Law, Chicago	
153. Hackey, Kate G... }		.....Pomona Cal.	
Mrs. Rogers..... }		3 years.	
154. Hull, Bertha§.....		Student in University of Michigan.....	Ann Arbor, Mich.
155. Keller, Kent Ellsworth	1 year.	.....	Murphysboro
156. Lansden, Mary G....	3 years.	Teacher, Union Academy..	Anna.
157. Ramsey, Joseph Eli..	3 years.	Co. Supt. Schools.....	Mt. Carmel
158. Sams, Fountain F....	1 year.	In War Dep't..	Washington, D. C.
159. Smith, Mabel*.....		.....	.....
160. Stormant, John C....	2 years.	.....	Azusa, Cal.
161. Torrance, Anna Eliza	3 years.	.....	Chicago
162. Van Cleve, Martin T.....		Co. Supt. of Schools.....	Vienna

1891.

163. Alexander, Anna R...	2 years.	.....	Thebes
164. Bemen, George Woods	1 year.	R. R. Service.....	Carbondale
165. Blanchard, Guy	1 year.	Merchant.....	Tamaroa
166. Boyd, Frank Leslie..	2 years.	Prin. of Schools	Carbondale
167. Burket, Grace Lulu..	2 years.	.....	Ava
168. Clark, Lulu	2 years.	.....	Centralia

*Deceased.

§Paid tuition.

1891.—*Continued.*

NAME.	TIME.	OCCUPATION.	ADDRESS.
169. Freeman, James A..	2 years.	.....	Makanda
170. Hill, Mary Elizabeth	2 years.	.....	McLeansboro
171. Holden, Emma L... } Mrs. Ross	2 years.	.....	Harrisburg
172. Hord, Addie.....	1 year.	.....	Flora
173. Lawrence, John H...	1 year.	Student Park Col.,	Parkville, Mo.
174. Loomis, Lydia Maude	1 year.	.....	Makanda
175. Peebles, Lizzie Smith	2 years.	.....	Olney
176. Snyder, Arthur John	2 years.	Prin. of Schools.	North Evanston
177. Sprecher, Theo. Maud	.....	.....	.....
178. Steele, Robert E. ..	.....	Stu. Med. Col.	Chattanooga, Tenn.
179. Stern, Lewis.....	2 years.	Principal of School.....	St. Jacob
180. Whitney, Wm. Baker ½	2 years.	.....	Elkville

1892.

181. Ayer, Phillip.....	1 year.	Supt. Schools..	Garden City, Kan.
182. Barr, Jessie Gleim...	1 year.	.....	Cobden
182. Bliss, Anson Lee....	1 year.	.....	El Dorado
184. Buckley, Elizabeth F.	1 year.	.....	Dixon
185. Bundy, Joseph B....	1 year.	Supt. of Schools.....	Nashville
186. Cochran, Wm Phares	1 year.	High School.....	Metropolis
187. Davis, Mary E..... } Mrs. Snyder..... }	.....	.....	North Evanston
188. Emmerson, John W.	1 year.	High School.....	Marion
189. Galbraith Charles M.	.....	.....	Chicago
190. Kimmel, Emma Lee.	1 year.	.....	Creal Springs
191. Kimmel, Ruby Ida..	1 year.	.....	Vienna
192. Lawrence, Alice B ..	.....	.....	Carbondale
193. Lindley, John Wm..	1 year.	.....	Robinson
194. Lirely, Wm. Henry..	1 year.	.....	Campbell Hill
195. Morton, Ralph Brown	1 year.	High School.....	Mound City
196. Nichols, John Brown	1 year.	Supt. of Schools.....	Mt. Vernon
197. Patten, Arthur E...	.....	.....	Carbondale
198. Peterson, Grant....	.....	.....	Carterville
199. Ragsdale, Joseph S..	1 year.	High School.	Nashville
200. Wallis, Mary	1 year.	.....	McLeansboro
201. Wham, Agnes Cora..	1 year.	.....	DeLand
202. Wham, Dora Abigail	1 year.	.....	Foxville

½Paid tuition.

